



**HAWASSA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES DEPARTMENT OF PSYCHOLOGY MA IN
SOCIAL PSYCHOLOGY**

**EXPLORING THE INFLUENCE OF CLASSROOM MISBEHAVIOR ON
ACADEMIC ACHIEVEMENT: THE CASE OF TABOR SECONDARY
SCHOOL STUDENTS**

BY: MESERET HABTAMU

JUNE, 2024

HAWASSA, ETHIOPIA

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**A THESIS SUBMITTED TO DEPARTMENT OF PSYCHOLOGY
HAWASSA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES IN PARTIAL FULFILLMENTS OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SOCIAL
PSYCHOLOGY**

JUNE, 2024

HAWASSA, ETHIOPIA

DECLARATION

I Meseret Habtamu the under signed declare that this MA thesis entitled on “**Exploring the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students**” is my own work and that all the sources that I have used or quoted have been cited and acknowledged by means of references.

Name of the Researcher

Signature

Date

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This is to certify that the thesis paper entitled “**Exploring the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students**” has been approved by Advisor’s, in partial fulfilment the thesis requirement for the degree of Master of Arts in Social Psychology. Therefore, I recommended that the student has fulfilled the requirements and hence here by can submit the Thesis for oral examination.

Name of Advisor

Signature

Date

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We, the undersigned, members of the Board of Examiners of the final open defence by MESERET HABTAMU TEKALIGN have read and evaluated his/her thesis entitled “**Exploring the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students**”, and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfilment of the requirements for the degree of Master of Arts in social psychology.

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DEDICATION

I dedicate this work to my lovely family, my mother Mulu Asmamew and my father Habtamu Tekalign, who have supported me during this research with unwavering commitment. I owe them for their courageous, truthful, and unwavering support of my activities. They sacrifice themselves for my success, I always honour the way they have made to enable the completion of this study.

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ACRONYMS

CDC: - Centers for Disease Control and Prevention

GPA: - Grade Point Average

NCCMH: - National Collaborating Centre for Mental Health

PISA: - Program for International Student Assessment

PYD: - Positive Youth Development

SEM: - Social-Ecological Model

SES: - Socio Economic Status

ABSTRACT

The purpose of this study was to assess the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students. Data were gathered from a randomly selected 352 participants. A mixed research approach with a cross-sectional research design was employed. Data were gathered through questionnaires, interviews, and observations. The validity of the instrument was improved through expert review, and its reliability was assessed using the Cronbach alpha reliability test (ranging from 0.748 to 0.855). To analyze the data, both descriptive and inferential statistics (Pearson's correlation coefficients, multiple regressions, and independent sample t-test) were used in SPSS version 25. A Pearson correlation coefficient result indicates a statistically significant and strong inverse relationship between contributing factors of classroom misbehavior and academic achievement. The results of multiple regressions indicate that the most determinant factors are peer pressure as it has the highest standardized coefficient. The independent t-test result shows that there is no statistical significant difference on students' academic achievement due to classroom misbehavior among males and females. Depending on the findings it can be concluded that, as contributing factors of classroom misbehavior rises academic achievement tend to decline and vice versa. And, gender may not be a significant determinant in the relationship between classroom misbehavior and academic achievement. Also, the influence of peer pressures is shapes student's behavior negatively. The study recommended that focus on empowering students to reduce negative peer influences, promoting positive peer interactions, creating supportive learning environments, and employing inclusive policies to address misbehavior regardless of gender.

Keywords: Classroom misbehavior, academic achievement, students, related factor.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, delimitation and operational definition of the basic terms all are covered in this section. Below is a discussion of the ideas described above.

1.1. Background of the Study

Classroom discipline is one of the basic requirements for successful teaching-learning process in schools, and it is one of the subjects of concern for teachers as well as the stakeholder. Disciplinary problems occur when a student's reject to obey rules of the classroom or school. The study by Lukman and Hamadi (2014) suggests that disciplinary actions in Nigeria's senior secondary schools. It focuses a lot of attention on the issues that arise and tries to provide all-encompassing remedies for these difficulties. The finding of the study revealed disciplinary problems like truancy, fighting, stealing, and drug addiction are significant issues in Nigerian secondary schools, leading to negative outcomes like school dropout. Factors such as lack of parental involvement, socio-economic disparities, peer influence, and political instability contribute to these challenges. Ineffective school environments and curricula worsen the situation for educators and administrators. Poor performance is one way that student indiscipline affects the teaching and learning process.

Bhatta et al. (2014) observations suggest that many secondary school students are struggling with overwhelming worry, emotional struggles, and aggression. This emotional disorder often results in various forms of misbehavior, including verbal abuse, physical acts such as throwing objects at peers, and the making of violent threats. This issue of misbehavior is recognized as one of the most prevalent and concerning challenges faced by students worldwide, with instances documented across Europe, Asia, America, and Africa. The correlation between experiencing bullying in school and the presence of suicide ideation and suicide planning among rural middle school adolescents. The findings revealed that 43.1% of participants reported having been bullied in school, with 22.3% experiencing suicide ideation and 13.2% engaging in suicide planning.

Enhancing well-being is not only linked to intrinsic motivation but also correlates with a decrease in disciplinary issues, an increase in academic achievement, and greater overall satisfaction within schools, fostering the flourishing of individuals, communities, and nations (Bucker et al., 2018). Inducing positive emotions, such as joyfulness or love, expands cognitive perspectives, enabling individuals to process more information, make richer interpretations, and enhance creativity and productivity (Cameron, 2012).

The prevalence rates of antisocial behavior ultimately depend on various factors, including the type of incident studied, the location, culture, family dynamics, socio-economic context, sampling process, and diagnostic criteria used. On the other hand, it has been discovered that antisocial behaviors are widespread overall. For example, behavioral disturbances account for between 30% and 45% of community child health referrals and general practice child consultations (National Collaborating Centre for Mental Health [NCCMH], 2013). Research in U.S indicates, between 2% and 9% of girls and between 6% and 16% of males have conduct disorder throughout their lifespan (Maughan et al., 2004). Also, Nwankwo et al. (2000), the main antisocial behavior among secondary school students in South East Nigeria is individualism (68.7%), which is followed by smoking (13.4%), absenteeism (12.3%), drinking (3.0%), and drug usage (2.6%).

The research by the Australian Institute of Family Studies, fighting (32%), drinking (25%), stealing (16%), and causing property damage (14%), are the most common forms of antisocial behavior in the early stages of adolescence. These habits persist into mid-adolescence, as do the high rates of absenteeism (27%), and cigarette use (28%). The most prevalent forms of antisocial behavior in late adolescence are driving a car without permission (15%), fighting (23%), property damage (20%), alcohol usage (84%), absenteeism (43%), and cigarette smoking (39%) (Harradine et al., 2004). All of these different research point to a growing incidence of teenage behavioral issues in secondary schools over time.

The studies emphasize the need for further research to better understand the factors contributing to misbehavior and its impact on academic achievement. Shahs (2009) study, involving 1500 students, emphasizes the crucial role of teachers in shaping student behavior and, consequently, impacting academic achievement. This studies highlights the complicated interplay between the classroom environment, teacher-student dynamics, and educational outcomes.

Moreover, findings from Abbas et al. (2019) research examining into the influence of social media on student behavior adds a layer of complexity to the understanding of misbehavior roots. This study identified a negative impact of social media usage on student's behavior, with consequential effects on their academic performance. Also, the transformation in communication and interaction patterns induced by social media, emphasizes the need for a comprehensive examination of contemporary factors shaping student conduct (Terzi et al., 2019). In addition, previous studies indicated that students with higher socio-economic status (SES) have higher academic achievement (Walker et al., 2005). Families with more money can buy more educational resources. to create a learning environment. As integrate these diverse research findings, it becomes evident that there are a various contributing factors to misbehavior.

As school misbehavior escalates over time, it contributes to declining academic success and an increase in delinquent behavior (Bryant et al., 2000; Weerman et al., 2007). Therefore, it is essential to identify the specific classroom behaviors engaged in by students to diminish negative consequences. The correlation between school misbehavior and declining academic success is evident in various ways. Persistent disruptive actions in the classroom can lead to missed instructional time, hindering the academic progress of the misbehaving students.

Alidzulwi (2000) defined misbehavior among students as any type of misconduct that a student may exhibit in a variety of ways, such as disobedience, destroying school property, having a poor attitude toward learning, immoral behavior, drug abuse, stealing, being late, being dirty, getting into fights, using abusive language and disrespect.

Likewise, according to research findings in Africa claimed that student's poor academic performance and misbehavior in secondary school were caused by their inability to actively participate in class, their loading and dropping out of schools in Zimbabwe and South Africa. The range of discipline issues, such as theft, defiance, cheating, sneaking, tardiness, fighting, bullying, drug abuse, not finishing assignments, sexual harassment, using foul language, drug trafficking, and possessing pornography, are present in Kenyan secondary schools (Ouma, 2013).

Different researchers revealed that the above practices were prevalent in Ethiopian secondary schools, where most students had discipline issues. Some of Ethiopian secondary school students actually behave inappropriately for the school's norms. As a result, student disciplinary issues have emerged as a major challenge for the educational system, significantly affecting the

teaching and learning process, especially at the secondary school level (Beyene, 2016; Girma et al., 2019; Safaye, 2017). Based on previous studies the researcher was understand in recent years, student's behavior in secondary school can be challenging as they may engage in various misbehavior due to different factors. This issue of misbehavior is not isolated to a specific area; rather, it's a widespread challenge that affects students across different country.

The studies were employed different methodological approaches, sample size, study area, and limited variables, such as those highlighted by Maag (2001); Yahaya (2009); Bahru (2014); Safaye (2017); Girma et al. (2019). These scholars conducted research in various areas and used different methodological approaches. Each research gap is discussed in detail within the statement of the problem. Investigating classroom misbehavior impact on academic achievement at Tabor secondary school students is essential for educational practices. This study emphasizes the ongoing need for research to loosen the complex interplay, guiding educators in fostering positive learning environments. Focusing on this school, the research addresses the pressing issue of student misbehavior and its influence on academic achievement.

1.2. Statement of the Problem

Today, one of the biggest issues in schools across the globe is student misbehavior. Teachers who see student misconduct find that it disrupts the classroom and minimizes the effectiveness of the teaching and learning processes. It takes teachers a lot of time to deal with these problematic behaviors in the classroom or at school. Teachers devote more time than is necessary to maintaining order and discipline in the classroom (Willert, 2017). The study shows teachers are increasingly finding themselves dedicating a substantial amount of time to addressing and managing student misconduct. This misbehavior not only disrupts the classroom environment but also undermines the effectiveness of teaching and learning.

The learning process can be severely disrupted by disruptive student behaviors, which also lower teacher-student engagement and impede academic success. Furthermore, Maag (2001) emphasized the possible effects of using punishment as a substitute for positive reinforcement when trying to control a student's behavior. According to Emmer and Sabornie's (2015) investigation, there is a growing form of evidence suggesting that persistent misbehavior on the part of students not only leads to a decline in academic success but may also be associated with a higher risk of engaging in delinquent behavior outside the classroom.

From previous studies the magnitude of the problem in secondary schools it is assumed that classroom misbehavior, which encompasses various disruptive actions in different country. This behavior, when prevalent, can significantly hinder the learning process and overall classroom environment. The study relates to how student's classroom misbehavior impacts their academic achievement. It reaches beyond a simple trouble and can lead to decreased concentration, and lowered academic performance.

The researcher was motivated to study this issue based on the observation of students in Tabor secondary school displaying classroom misbehavior and school's environment. The researcher chose Tabor secondary school for several reasons. Firstly, there has been no previous research conducted on this issue which is the influence of classroom misbehavior on academic achievement at this school. The other one is researcher observation also considered, through observation the school environment and geographical setting captured researcher attention. School environment which is Tabor school is conveniently placed near to a major road, shops, and various game zones. Moreover, the school geographical setting, the school covered by diverse plant when students arrive late at school and face discipline from teachers for not following instructions, some students may try to hide themselves among the plants to avoid punishment of school principals, unit leaders, and guards, this school environment and geographical setting is comfortable for students to engage in misbehavior those events captured the researcher attention.

The studies conducted by various scholars in different countries and in different grade levels reveal diverse methodological approaches. Maag (2001) exclusively employs a qualitative approach to examine the disuse of positive reinforcement in schools, highlighting a gap due to the absence of quantitative analysis. According to Girma et al. (2019) utilize both quantitative and qualitative methods to explore the correlation between adolescents' antisocial behavior and academic performance, yet there is a gap in the variable attention given to economic-related factors. Bahru (2014) adopts a mixed-methods approach to study disciplinary problems in primary schools, but the gap arises from the lack of specific focus on students' academic achievement concerning disciplinary issues. Yahaya (2009) employs a quantitative survey design to investigate discipline problems among secondary school students, but the gap is identified in the limited exploration of socioeconomic and familial factors, primarily relying on teachers' perceptions. Lastly, Safaye (2017) uses both quantitative and qualitative methods to examine the impact of

students' disciplinary problems on teachers' job satisfaction in secondary schools. However, the gap lies in the narrow focus only on the relationship between disciplinary issues and teacher satisfaction, neglecting to include students' academic achievement.

Literally, the above studies revealed that classroom misbehavior is negatively influenced academic achievement of secondary school students. However, this study shown a substantial research gap. It failed to clearly identify the factors contributing to student's classroom misbehavior, with a particular lack of focus on the economic related factors. This variable gap in understanding the relationship between contributing factors of classroom misbehavior which is economic related factors and academic achievement. Furthermore, it's important to emphasize that there has been a lack of previous research conducted in the specific study area.

Therefore, this study aims to contribute to filling this methodological, variable and area gap by employing both research approach, by investigating the relationship between economic factors and academic achievement and by conducting at this area respectively. It is necessary for all educators and administrators, parents, and concerned parties to consider student's classroom misbehavior to create a conducive environment for the teaching and learning process. Prevention is often more effective than dealing with problems after they arise.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of the study was to assess the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students.

1.3.2. Specific Objectives

- To investigate the relationship between contributing factors of classroom misbehavior and academic achievement.
- To assess if there is statistically significant difference between male and female student's academic achievement as a result of classroom misbehavior.
- To identify the most determinant factors contributed for classroom misbehavior that affect academic achievement.

1.4. Research Questions

1. What is the relationship between contributing factors of classroom misbehavior and academic achievement?
2. Is there statistical significant difference between male and female student's academic achievement as a result of classroom misbehavior?
3. What are the most determinant factors contributed for classroom misbehavior that affect academic achievement?

1.5. Significance of the Study

The findings on the effect of classroom misbehaving factors on academic achievement: the case of Tabor secondary school students can have some benefits, and the findings can provide valuable insights for various participants.

- Students at Tabor secondary school will benefit from the findings in minimizing classroom misbehavior issues.
- The study findings will foster a positive classroom climate conducive to learning, ultimately promoting student well-being and academic achievement.
- The findings will help teachers how they're identifying impacts of classroom misbehavior on academic achievement to implement support mechanisms for students who are vulnerable.
- The study findings will help school administrators and teachers gain a better understanding of the specific misbehavior issues affecting student's academic achievement in their school.
- The findings will inform the development of targeted interventions and behavior management strategies to improve the learning environment.
- Parents and caregivers will gain insights into the factors affecting their children's behavior and academic achievement. It provides them better support and guidance to their children at home.

1.6. Scope of the Study

Conceptually the study was focused on the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students. There are various types of misbehavior, but this study focused specifically on the classroom misbehavior which is independent variable of the study. There are subscales of independent variable which is contributing factors of classroom misbehavior; family related factors, students related factors, teachers related factors, school related factors, peer pressure influences, community related factors, economic factors and media factors. Academic achievement is the variable that influenced by classroom misbehavior. This study aimed to investigate how classroom misbehavior affected academic achievement. Methodologically, the study is delimited to cross-sectional design integrating both qualitative and quantitative approaches.

1.7. Delimitation of the Study

Geographically the study was delimited in Sidama Region, Hawassa city, there are various of governmental secondary schools in Hawassa city, but the study delimited on one governmental secondary school which is Tabor secondary school students enrolled in the year 2016.

1.8. Operational Definition of Terms

Classroom Misbehavior: refers to the behaviors exhibited by students within the classroom that may disrupt the learning environment. It encompasses a variety of actions, such as speaking out of turn, lack of focus, bullying, cheating on exams, arriving late, absenteeism, disrespectful behavior, and other disruptions that affect the teaching and learning environment.

Academic Achievement: refers to students' academic status can be measured using various indicators, such as grades, test scores, class participation, completion of assignments, and overall academic progress.

Students: are individuals who are enrolled in an educational institution and are engaged in learning.

Related factors: refers to the various elements that contribute to classroom misbehavior among students.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter different concepts discussed, the concept of classroom misbehavior and academic achievement, how classroom misbehavior affects academic achievement. And also discussed gender differences in students' classroom misbehavior, contributing factors of classroom misbehavior review how to different scholars discussed those concepts. Additionally, the section includes a theoretical review, and a conceptual framework to guide the research.

2.1. Concept of Classroom Misbehavior and Academic Achievement

In this section the contributing factors of classroom misbehavior such as family related factors, students related factors, teachers related factors, a school related factors, community related factors, economic related factors, peer pressure influence, and media factors review how to different scholars discussed those factors.

2.1.1. Classroom Misbehavior

Student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates, crossing from occasional to frequent and mild to severe, poses a significant challenge in the classroom. Examples of such behavior include disruptive talking, joking, interference with instructional activities, harassment of classmates, verbal insults, disrespect towards the teacher, defiance, and hostility. Teachers frequently express the substantial time and effort required to manage the classroom due to these stressful behaviors (Johnson & Fullwood, 2006; Shen et al., 2009).

These misbehaviors not only disrupt the effectiveness of teaching but also hinder the learning process for both the misbehaving student and their classmates. The school misbehavior tends to escalate over time and is linked to poor academic achievement and increased misbehavior (Bryant et al., 2000; Weerman et al., 2007). The impact of student misbehavior extends beyond the immediate teaching environment, leaving lasting consequences on the overall learning experience. The mention of lowered academic achievement and increased delinquent behavior as research findings underscores the long-term impact of these behaviors on students' lives. Misbehavior is a broad term encompassing actions that deviate from established societal norms, rules, or expectations, not limited to any specific context. Classroom misbehavior is a specific

subset occurring exclusively within an educational setting, notably within the boundaries of a classroom. This category includes actions by students that disrupt the teaching and learning process, create a disruptive classroom atmosphere, or violate classroom rules and expectations.

2.1.2. Academic Achievement

At one time, academic success was considered the primary goal of formal education undoubtedly, such achievements are crucial for students' lives and future endeavors (Kell et al., 2013). It is the measure of a student's overall performance and success in educational settings, typically assessed through grades, standardized test scores, and other academic indicators. It reflects the extent to which a student has mastered the curriculum and met educational goals. As stated by Kell et al. (2013) academic achievement as a dominant outcome of formal education. It acknowledges the undeniable importance of academic accomplishments in shaping student's lives and future prospects. Academic achievement, assessed through grades, standardized test scores, and other indicators, is described as a fundamental reflecting a student's overall performance and success in educational settings.

Previous empirical evidenced on academic performance of students in secondary schools reveal that the performance of students in secondary schools is not the same from country to country and regional to regions according to the subject of the study. However, the analytical work on student academic performance in secondary schools were measured and evaluated in the context of internal examinations homework marks, continuing assessment, and assignment (Way, 2011). According to McKenzie et al. (2004); Zeegers (2004) the Grade Point Average (GPA) is a measurement of a student's average academic success across all courses offered in a given semester. It includes every learning objective that a student is supposed to meet for that particular course.

2.1.3. Relationship between Classroom Misbehavior and Academic Achievement

Several studies have examined the relationship between classroom misbehavior and their academic achievement. There is a negative correlation between classroom misbehavior and academic achievement. In other words, when students engage in disruptive or inappropriate behavior in the classroom, it tends to have negative effects on their academic achievement (Mendez et al., 2002). This study examined the role of school demographic variables in classroom misbehavior and interruption rates and how these factors were linked to academic achievement.

The other finding indicates Mutie as cited in Fawcett (2013) argues that disciplinary problems are the greatest obstacle to the academic success of students at secondary schools. However, indiscipline cases have been observed among students when they are using drug and alcohol, impoliteness, intolerable and offensive conduct (Karega, 2015).

According to Erdem and Kocyigit (2019) student misbehavior includes obstructing learning, jeopardizing safety, causing property damage, and obstructing social interactions. The consequences of such disruptive behavior extend beyond the individual student, affecting the entire classroom environment. There is a firmly established connection between misconduct in school and a rise in delinquent behavior. Students who exhibit disruptive behavior in the school environment are more likely to engage in externalizing misconduct. This disruptive conduct not only disrupts the school's social atmosphere but also contributes to circumstances that elevate the risk of academic failure, social maladjustment, and isolation, particularly prevalent in secondary schools (Barnes et al., 2014; Klapproth, & Schaltz, 2013). Disruptive behavior typically correlates with poor academic performance, thereby increasing the likelihood of academic underachievement. Given the documented low academic performance of Spanish students in certain international assessments like the Program for International Student Assessment (PISA) report, there has been a growing interest in investigating the factors that impact academic and school performance as well as student's personal development (Baena-Extremera, & Granero-Gallegos, 2015; Veas et al., 2019).

Bahru (2014) study assumed a comprehensive approach, utilizing questionnaires, interviews, and focus group discussions, engaging various stakeholders including principals, teachers, students, and student council members. Identified common disciplinary issues, such as cheating during examinations, a lack of respect for the school community, and lack of interest in learning. Within this study the negative effects of disciplinary problems on the teaching-learning process, leading to poor academic achievement and resource damage pointed out. On the other hand, the study focuses on primary schools in Yeka Sub City, while present study focuses on classroom misbehavior in a secondary school setting. It is essential to acknowledge that the dynamics and challenges in primary and secondary school settings can differ significantly. Finally, from the above findings the researcher acknowledged classroom misbehavior significantly impacts academic achievement.

2.2. Gender Difference in Classroom Misbehavior

The frequency and seriousness of misconduct varied by gender, with boys across cultures considered engaging in more frequent and serious misbehavior than girls (Arbuckle & Little, 2004). Similarly, Morris (2005) pointed out that school officials tend to view the behavior of boys as more threatening than that of girls, and in most cases boys are the ones receiving strict, punitive discipline. Gender differences in misbehavior frequency and severity are evident, with boys generally perceived to display more serious and frequent misbehavior than girls across cultures. The perception that school officials view boy's behavior as more threatening, leading to stricter and more punitive discipline.

Several research findings indicate that male adolescents exhibit a higher frequency of nearly all disruptive antisocial behaviors compared to female adolescents, with men being more likely to participate in violent activities. Bond (2000), cited in Moffitt et al. (2001), noted that certain women exhibit antisocial behavior on a regular basis. Persistently antisocial behavior is predominantly a male phenomenon. He argued that although antisocial behavior was clearly far more common in men, girls made up one-third of teenagers who consistently displayed antisocial behavior.

In the same way, gender affects what students get disciplined for, and the discipline assigned to them in schools (Heyder et al., 2021). Male students are more impacted by this than female students are (Tiger & Slate, 2017). For instance, a recent study by the Learning Policy Institute in 2022 discovered that male students are more likely than female students to be suspended, regardless of income (Leung-Gagne et al., 2022). This can be problematic since expulsion from the classroom causes academic deficiencies, which contribute to the school-to-prison pipeline that disproportionately affects Black males. Furthermore, Moffitt et al. (2001) discovered that men have committed nearly all forms of antisocial acts considerably more frequently.

2.3. Contributing Factors of Classroom Misbehavior

In this section the contributing factors of classroom misbehavior such as family related factors, students related factors, teachers related factors, school related factors, community related factors, economic related factors, peer pressure influence and media factors review how to different scholars discussed those factors.

2.3.1. Family Related Factors

Like most authors, Alidzulwi (2000) believes that parents play a critical role in fostering an environment that is favorable to teaching and learning. It appears that the main factor contributing to disciplinary issues in secondary schools is a lack of parental involvement. The biggest cause of disciplinary issues in schools is determined to be parents' failure to instill discipline in their children. Some characteristics of the family have an impact on the adolescent behavior at school (Oloyede & Adesina, 2013). Child neglect and abuse within the family, the child's exposure to parental criminal behavior and violence, the presence and utilization of hazardous weapons and drugs in the household, and parental divorce or remarriage are among the family circumstances that detrimentally affect adolescent behavior (Mbua & Adigeb, 2015; Seegopaul, 2016).

It is thus obvious that a lack of parental participation and support in the enforcement of school discipline is likely to contribute to learner misbehavior (Centers for Disease Control and Prevention [CDC], 2012). However, educators and the principal do not welcome parental involvement, and they limit it to voluntary social events, fundraising and orientations (Masabo et al., 2017). Lack of parental participation contributes to disciplinary issues in secondary schools, with parent's failure to instill discipline in their children being a key factor.

2.3.2. Students Related Factors

Students frequently leave the classroom and direct their attention to other enjoyable activities when they are not enjoying what they are learning or doing the exercises. Students behavior and mood in the classroom might be impacted by boredom. Disinterested high school students are more likely to cause trouble, and that having a dull education increases the likelihood that children would skip courses and ultimately drop out of school (Dow, 2007). Additionally, when students have emotional difficulties, it could lead to misbehavior. It's possible that they misbehave in class because they want special treatment, to take charge, to be left alone, or because they want to hurt people the way they have been hurt. Students may become disengaged and exhibit misbehavior in class when they find the learning materials uninteresting. Boredom is associated with an elevated risk of disruptive behavior, skipping classes, and dropping out. Emotional struggles can further contribute to misbehavior, as students may seek attention, control, or isolation.

2.3.3. Teachers Related Factors

Research has indicated a high correlation between the emotions of elementary and secondary school instructors and favorable relationships with their students, causing positive reactions such as happiness and gladness. On the other hand, research indicates that teacher's negative emotions, such as anger and frustration, were often linked to misbehavior by students or a lack of classroom discipline, which over time raised the risk of burnout (Hargreaves, 2000; Tsouloupas et al., 2010).

Students may engage in disruptive behavior if they fail to use innovative pedagogies effectively, show little interest in them, fail to communicate effectively, fail to plan ahead, use punitive or reactive measures, teach curriculum that is irrelevant, arrive late to class, use cell phones in class, lack the authority to discipline misbehaving students, or take a self-defeating approach to the issue of lack of discipline (Gambo & Muktar, 2017; Rampa, 2014; Silva et al., 2017; Wolhuter & Russo, 2013). Positive emotions from teachers in schools contribute to favorable relationships with students, Conversely, teachers' negative emotions, such as anger and frustration, are linked to student misbehavior and a lack of classroom discipline. Disruptive student behavior can also result from ineffective teacher disinterest.

2.3.4. Schools Related Factors

According to Edinyang (2017); Gutuza and Mapolisa (2015); Panchoo (2016); Ugboko and Adediwura (2012) the following characteristics of the school contribute to student misbehavior overcrowded classrooms, excessively strict discipline policies, a sense of helplessness when it comes to dealing with disobedience, a lack of effective leadership from the principal, poor supervision, communication, and interpersonal skills instruction, a lack of student voice and choice in their education, a sense of rejection from peers, teachers, and the principal, a lack of extracurricular and sports activities, and a lack of academic support for students with behavioral and academic issues. Several characteristics of schools contribute to student misbehavior. Recent research conducted over the past few decades has shown that strict coercive measures implemented in schools tend to escalate misbehavior rather than diminish it (Skiba and Losen, 2016). Conversely, schools where rules and disciplinary actions are perceived as equitable and just tend to experience a reduction in misbehavior (Gottfredson et al., 2005; Thapa et al., 2013; Wang & Degol, 2016).

2.3.5. Peer Pressure Influence

According to Bezuidenhout (2013) teenagers act disruptively in groups rather than on their own. This is based on the Social Learning Theory, which contends that social interactions teach teenagers how to behave in ways that are socially inappropriate. Furthermore, as they become older, teenagers look forward to their schoolmates as role models because their parents are no longer seen as such (Ndakwa, 2013). Due to peer pressure, students may use drugs, alcohol, tobacco, and weapons; they may also bully other students who belong to different groups or who don't fit in; they may engage in illegal gang activity; and they frequently violate school policies in an effort to challenge and express their disapproval of the school administration. As a result, these students are primarily involved in antisocial behavior (Gitome et al., 2013). Teenagers tend to exhibit disruptive behavior in groups rather than individually, influenced by the Social Learning Theory, which suggests that social interactions teach inappropriate behavior.

2.3.6. Community Related Factors

The community in which the student lives may be socially disorganized. In situations marked by poverty, limited job and education opportunities, gang involvement, drug-related activities, criminal activity, and a lack of community cohesion and networking, the community operates dysfunctional (Gambo & Muktar, 2017). As a result, there is a divergence between the values of the family and the values of this disorganized community, and the school fails at coordinating them. Such a situation causes the adolescents to lack social competence such as pro social behavior and emotional regulation (Vijila et al., 2013). Also, they may have inadequate respect for the cultural and traditional norms and manifest a low self-esteem. Adolescents with low self-esteem cannot handle their emotions and behavior; they are disoriented (Naganandini, 2017). Hence, it's evident that student misbehavior in school's reflections the societal dysfunctions present in the surrounding community. The community environment notably influences student discipline.

2.3.7. Economic Factors

Adolescent behavior may be influenced by the family's socioeconomic condition. According to Khaliq et al. (2016) an adolescent's conduct and academic achievement are positively correlated with the parental income, status, and occupation in a moderate way. Similarly, Sonali (2016) found that students from lower socioeconomic backgrounds experience more

academic stress and, consequently, behavioral issues compared to those from higher socioeconomic backgrounds.

Furthermore, Arum and Ford (2012) suggest that increased economic inequality and social distance among adolescents in schools correlate with higher levels of disruption. Family socioeconomic conditions significantly impact adolescent behavior and academic performance. Studies show adolescents from lower socioeconomic backgrounds often experience more academic stress, leading to behavioral issues, while greater economic inequality and social distance among adolescents at schools are associated with increased disruptive behavior.

Previous studies indicated that students with higher SES have higher academic achievement (Walker et al., 2005). Families with more money can buy more educational resources to create a richer learning environment and families with more education, knowledge and skills often create better learning environments for their children, and teach them more skills than other families can (Chiu et al., 2010). Higher socioeconomic status (SES) is associated with greater academic achievement, attributed to the ability of high SES families to provide enriching learning environments, access educational resources, and instill skills in their children. This model illustrating how economic disparities can impact students' behavior in the classroom, and their academic success.

2.3.8. Media Factors

Adolescents who use social media excessively run the danger of engaging in risky behaviors like bullying, Facebook depression, anxiety, click-forming, severe isolation, and self-destructive behaviors (O'Keeffe & Clarke-Pearson, 2011). Additionally, playing video games is linked to more aggressive behavior in teenagers, and excessive exposure to violent media on TV and in video games makes teenagers less prosocial and more aggressive in their relationships and verbal exchanges with other teenagers (Gentile et al., 2011; Holferth, 2010). Adolescent behaviors are therefore negatively influenced by media in the current era of rapid technological changes (Beebeejaun-Muslum, 2014). Excessive use of social media poses risks behaviors.

2.4. Theoretical Review

This theoretical review discussed social control theory, social learning theory, social-ecological model, positive youth development framework.

2.4.1. Social Control Theory and Misbehavior

Hirschi's (1969) social control theory is based on bridging the link between individuals and conventional social institutions in order to explain delinquent behavior. Hirschi suggested that establishing a strong social connection to institutions like schools encourages adherence to conventional norms. Deviant behavior is more common among those with weak or severed social ties to traditional institutions (Hirschi, 1969). Criminologists have studied the connection between social control theory and disruptive behavior in schools in great detail. Research indicates a connection between delinquency and school misbehavior and school affiliation, commitment, involvement, and belief (Gottfredson, 2001; Stewart, 2003; Payne, 2008). According to social control theory, people have a tendency toward deviant behavior, but when they have strong social ties and attachments to traditional social institutions, like schools, they are discouraged from engaging in such activity (Peguero et al., 2011). This theory suggests that the strength of social bonds to conventional institutions, such as schools, plays a crucial role in shaping behavior. According to Hirschi, individuals with strong social ties are more likely to conform to societal norms. Students with weaker connections to the classroom environment might be more prone to engaging in misbehavior, potentially leading to adverse effects on their academic success.

2.4.2. Social Learning Theory and Misbehavior

Social learning theory is one of the most widely utilized criminological theories to describe, explain, and forecast misbehavior (Akers & Jennings, 2019; Pratt et al., 2010). According to the core views of social learning theory, deviant and antisocial behavior can be shaped by the same mechanisms that foster positive behaviors in social situations. Observing others engage in new actions helps people take them up. After that, individuals form their own ideas on the outcomes of these new behaviors and how they are implemented, and they utilize this information to guide their own behavior moving forward.

In the exploration of the influence of classroom misbehavior on academic achievement, the social learning theory implies that students may adopt misbehavior observed in the classroom, which could potentially impact their academic outcomes.

2.4.3. Social-Ecological Model and Misbehavior

Bronfenbrenner (2005) suggested that to understand human development, the entire ecological system needs to be considered. This system is composed of six socially organized subsystems that may affect the development of a variety of students. The SEM includes the following subsystems individual, microsystem, mesosystem, exosystem, public policy and macro system. The individual (students), microsystem (closest layer, involving family and socioeconomic status), mesosystem (interpersonal relationships, such as between principals and parents), exosystem (organizational influences like school violence and class size), macro system (community with cultural values and norms), and public policy (educational systems and laws).

Individual, family, peer/school, community, and cultural factors all shape the development of externalizing behavior (Miner & Clarke-Stewart, 2008). Specific to externalizing problems, child characteristics such as temperament influence family and peer responses DeLisi and Vaughn (2016) family and peer interactions, in turn, impact later aggression and delinquency (Niolon et al., 2015).

2.4.4. Positive youth development framework and Misbehavior

As adolescents having weak poor psychosocial competencies, distorted self-identity and low self-efficacy are likely to have poor developmental outcomes, there are theoretical accounts regarding the influence of positive youth development on mitigating adolescent problem behavior. Jessor et al. (2003) would protect individuals from life stresses, thus minimizing the occurrence of problem behavior. There are researches showing that positive youth development was negatively related to problem behavior, such as substance abuse and delinquency. In North America, Catalano et al. (2004) showed that around 96% of the 25 well-evaluated positive youth development programs reduced problem behavior. Similarly, in Hong Kong, Shek (2010) discovered an inverse relationship between positive youth behavior and the intention to engage in problematic behavior among Chinese adolescents.

To lessen misbehavior and its negative consequences, there has been a call for promoting positive youth development. This approach underscores that all students possess strengths conducive to healthy development, which not only discourage problems but also enable them to strive in challenging circumstances. These studies, however, mainly used substance abuse and delinquency as indicators of problem behavior (Catalano et al., 2004; Jelicic et al., 2007; Lerner

et al., 2005; Lewin-Bizan et al., 2010; Schwartz et al., 2010). The positive youth development approach echoes the student-centered approaches in handling misbehavior that believe students are able to choose rationally and regulate socially appropriate behavior (Lerner et al., 2009). The PYD framework centers on nurturing the inherent strengths and potential of young people, instead of focusing only on negative behaviors, PYD addresses misbehavior by understanding its context, building positive relationships, teaching problem-solving skills, and creating supportive environments.

Therefore, in the research conducted at Tabor secondary school, the researcher does agree with the Positive youth development framework as the guiding framework to explore the relationship between classroom misbehavior and academic achievement. PYD Framework suggests that exploring the influence of classroom misbehavior on academic achievement at Tabor secondary school should consider fostering positive development in students. This framework emphasizes promoting assets, skills, and opportunities that contribute to the overall well-being of students.

2.5. Conceptual Framework of the Study

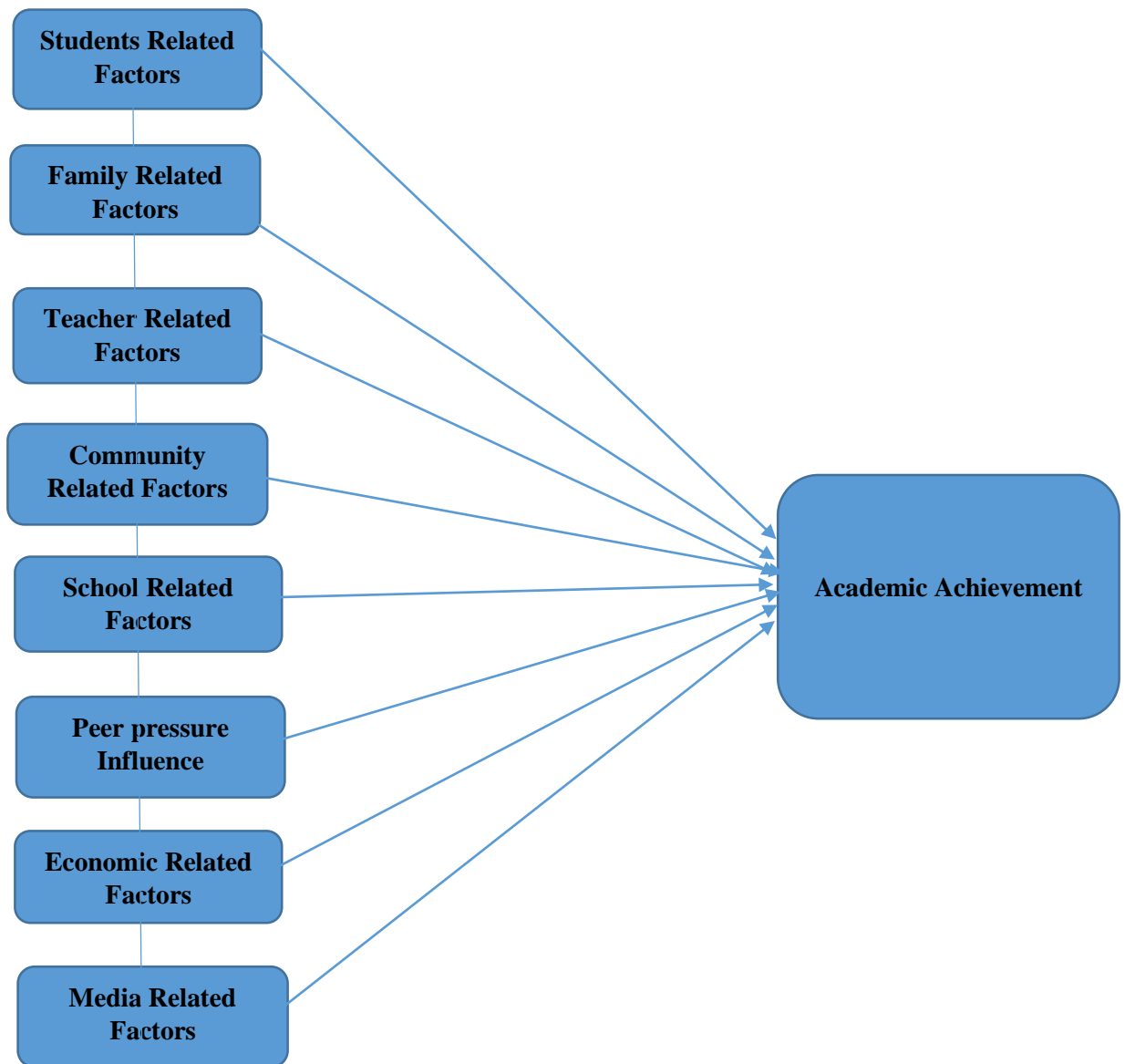


Figure 1. Conceptual framework that shows the relationship between variables

The above figure 1. Implies the relationship and influence of independent variables and dependent variables. The independent variable encompasses a range of factors, including student's related factors, teacher-related factors, community influences, school-related factors, the influence of peer pressure, media factors, and economic conditions. Academic achievement, the dependent variable in this investigation. The figure shows the correlation among these factors, and reveals the correlations between these contributing factors of classroom misbehavior and academic achievement.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This section of the study deals with method and design, study area, study population, sources of data, sampling technique and sample size determination, data source, data collection instruments, procedure of data collection and data analysis procedures and ethical consideration.

3.1. Research Design

In order to accomplish objectives, this study employed mixed research approach with a cross-sectional research design to explore the influence of classroom misbehavior on academic achievement. The selection of a cross-sectional design proved valuable for this study, as it enabled the researcher to gather data at a single point in time, providing a brief overview of the situation within the specific timeframe (Pandis, 2014).

Combining qualitative and quantitative data enhances the study's understanding by addressing each methods limitations and increasing research precision. This approach allows for clear definition of variable interactions, facilitating the feasibility of forecasting future events and explaining phenomena. Therefore, by using this research approach, it was possible to better understand how findings were interpreted and how participants manage various problems (Sandelowski, 2000).

3.2. Study Area

The study was conducted in the Sidama Region, specifically located in Hawassa city, approximately 275km from Addis Ababa capital city of Ethiopia. Tabor secondary school is one of the largest and senior government school, founded in 1975 G.C. It is located at 7°2'15"N north latitude and 38°28'19"E longitude. The school was chosen because it is near to various game zone that was comfortable to students to simple in misbehavior. Also, the school is the most senior governmental in the city with a large number of students and teachers, the other schools found in this city are more recent and newly opened when compared to Tabor school.

3.3. Study Population

The target population of study were 2906 students, (1523 females and 1383 males). The researcher choice of grade 10th and 11th students as participants based on several reasons. These

students are more familiar with the school environment. It is likely that this familiarity may contribute to occurrences of misbehavior in the classroom than students of grade 9th and 12th.

However, the researcher decided to omit grade 9th and 12th students from the study based on some reasons. Grade 9th students were excluded because they were typically new to the school environment, and their primary focus is on adapting to this new setting and achieving academic success compared to grade 10th and 11th students. This limited exposure to the school's norms and their desire to perform well academically may reduce the likelihood of significant classroom misbehavior.

Similarly, grade 12th students were also excluded from the study due to their specific circumstances. These students were often preoccupied with preparing for entrance exams, which were critical for their future educational and career prospects compared to grade 10th and 11th students. As a result, their attention was primarily devoted to these important examinations. In addition to the student's sample, key informants within the study include various individuals who play crucial roles in the school environment. These key informants including five home room teachers selected randomly from grade 10th and grade 11th, one vice principal, two-unit leaders, one guard, and one counselor.

3.4. Sampling Technique and Sample Size Determination

The sampling techniques used to know the sample is simple random sampling technique by using Yamane formula a sample of 352 students were selected from the total targeted population of 2906 and distribute the sample of students in each grade level and their gender. Also, five home room teachers, one vice principal, two-unit leaders, and one counselor were selected.

$$n = \frac{N}{1+N*(e)^2}$$

Where:

N: Targeted population

n: Sampling size

e: Confidence interval

$$n = \frac{N}{1+N*(e)^2}$$

$$n = \frac{2906}{1+2906*(0.05)^2}$$

$$n=352$$

The formula derived from Yamane's formula to determine the sample size of each stratum is shown as under, and the calculation for determining the sample size of each stratum has been done accordingly.

$$ns = \frac{Ns}{1+N*(e)^2}$$

Where:

N: Targeted population

Ns: The total population of stratum

ns: Sampling size of the strata

e: Confidence interval

Table 3. 1 Summary of Sample size based on their grade level and gender

Grade	Population			Sample		
	M	F	T	M	F	T
10 th	712	673	1385	87	81	168
11 th	671	850	1521	81	103	184
Total	1383	1523	2906	168	184	352

3.4.1. Inclusive Criteria

The purpose of this study was to explore the influence of classroom misbehavior on academic achievement among Tabor secondary school students. Subjects were included in this study are grade 10th and grade 11th students of Tabor school.

3.4.2. Exclusive Criteria

Subjects who are grade 9th and grade 12th students were excluded because the focus of the study was on students of grade 10th and grade 11th.

3.5. Data Source

This study was used primary source of data.

3.5.1. Primary Source of Data

Primary sources of data were obtained from students, teachers, vice principal, counselor, and unit leaders. The selection of these as source of data was made based on a belief that they may have adequate information and experiences about the influence of classroom misbehavior on academic achievement.

3.6. Data Collection Instruments

In the pursuit of achieving the designated objectives, the selection of appropriate data collection instruments is very important. Recognizing the complementary strengths of both qualitative and quantitative approaches, the researcher has strategically chosen a combination of tools to enhance the overall understanding of the study question. Qualitative data gathering was facilitated through interviews, and observation allowing for a significance exploration of perspectives and contextual insights. Concurrently, quantitative data collection tools, specifically a questionnaire, was used to capture standardized responses from a larger sample, contributing statistical data for analysis. By employing both methods, the study aims to capitalize on the interactions between qualitative depth and quantitative breadth, addressing the limitations of each approach. The following section provides a brief description of each of the instruments.

3.6.1. Questionnaires

The questionnaire designed by the researcher was prepared based on literature review on classroom misbehavior. A self-developed questionnaire was employed to explore the perceived observations of secondary school students regarding classroom misbehavior. It consisted of 8 factors, 48 questions. The nature of the responses to close ended questions are rated in five point Likert-scale; 5=Strongly Agree(SA);4=Agree(A);3= Undecided(UD); 2=Disagree(D) and 1=Strongly Disagree(SD).

3.6.2. Interview

In this study, a structured interview questions were adapted from (Beyene, 2016) questions were raised for those interviewees, vice principal, unit leaders, counselor and guard to enrich the data obtained through interview. These interview questions include 6 questions. The content validity of interview questions checked through experts. The interview was prepared in Amharic, the local language, to ensure clarity and ease of understanding for the participants.

3.6.3. Observation

Observation is a researched instrument that guides the researcher in gathering data from key areas through sight. It involves direct observation of phenomenon, forms of behavior that are indicated in the instrument from which meanings are extracted or analyzed (Brown, 2004). To conduct systematic classroom observations focused on classroom misbehavior, identified the target classes within the school. The researcher prepared observational checklist that includes 13 the most frequently practiced type of classroom misbehavior.

To conduct systematic classroom observations focused on student classroom misbehavior, identified the target classes within the school. Specifically, randomly selected six sections, with three sections from grade 10th and three sections from grade 11th. Researcher was the observers throughout the ongoing teaching-learning process, including test periods. The goal is to assess classroom misbehavior within the selected sections. Observations are designed to occur twice a month to provide a comprehensive view of student's behavior and discipline concerns. The researcher prepared observational checklist that includes 13 the most frequently practiced type of classroom misbehavior. It explained in the Appendix C; please kindly check Appendix C.

3.7. Study Variables

3.7.1. Dependent Variable

The study considered the academic achievement as a dependent variable.

3.7.2. Independent Variables

Those different contributing factors of classroom misbehavior; family, students, teachers, school, community, economic, peer pressure and media factors that influence academic achievement considered as independent variables in this study.

3.8. Pilot Study

3.8.1. Validity

Validity of an instrument was improving through expert judgment (Gall & Meredith, 2003). As such, the researcher requires assistance of language experts and advisor in order to help improve content validity of the instruments. In order to take some necessary correction and modification on the draft questionnaire, pilot test was conducted before final distribution of the questionnaire to respondents. After the questionnaires were fill and returned from respondents each of the items

were examined and refined, unclear, repeated and ambiguous statements were corrected by research expert and language expert. Then the final questionnaires were developed.

3.8.2. Reliability

A pilot test was made and pretested the instruments by the researcher to check whether the questionnaire is reliable. To check the reliability of the questions, 35 respondents, which is 10% of the total sample size for a pilot test. In this study 10% of 352 is 35.2 approximately 35 participants for pilot test sample from Addis Ketema secondary school, specifically from grade 10th and 11th. This school was chosen as the second senior school, having a large number of students and teachers, next to Tabor secondary school. Since grade 10th and 11th students of Tabor secondary school were included in the final study, the sample for the pilot study were only selected from Addis Ketema secondary school, comprising those who were not be included in the final study. The reliability test and their responses were entered into (SPSS) version 25, and analysis of the reliability test was done by employing coefficient alpha.

Table 3. 2 Cronbach's Alpha for each field of the questionnaire

	Pilot test	No of items
Student related factors	0.820	6
School related factors	0.855	6
Teachers related factors	0.850	6
Family related factors	0.762	6
Community related factors	0.748	6
Economy related factors	0.850	6
Peer pressure influence	0.855	6
Media factors	0.820	6
Total	0.82	48

Table 3.2 presents the Cronbach's Alpha values for each sub-scale of the questionnaire, ranging from 0.748 to 0.855. Accordingly, George and Mallery's (2003) suggestions, an order approach is employed: $\alpha \geq .9$ is excellent, $\alpha \geq .8$ is good, $\alpha \geq .7$ is acceptable, $\alpha \geq .6$ is questionable, $\alpha \geq .5$ is poor, and $\alpha \leq .5$ is unacceptable. This range is revealing of acceptable reliability for the questionnaire. Therefore, based on this test, the results for the items are considered reliable.

3.9. Methods of Data Analysis

The researcher used both descriptive and inferential statistical analyses using SPSS software. Descriptive statistics, including frequency, and percentages, was provided a detailed overview of participant demographics, such as gender, age, grade level, family economy status, and family educational level. On the other hand, inferential statistics, multiple regression was employed to identify the most determinant factors contributed for classroom misbehavior that affect academic achievement and Pearson correlation coefficient (r), was employed to investigate the relationship between contributing factors of classroom misbehavior and academic achievement. Furthermore, t-tests was employed to assess if there is statistically significant difference between male and female student's academic achievement as a result of classroom misbehavior. Qualitative data which is interview were analysis by thematic analysis.

3.10. Procedure for Data Collection

Researcher was use different categories of data collection tools. These were questionnaire, interviews, and observation. Before questionnaire distribute to student's, orientation for data collectors were given on the questionnaire and data collection techniques. The data collection process encompassed a mix of methods. Questionnaires were being distributed to students, and they were instructed on how to complete them. Interviews with the home room teachers, vice principal, counselor, unit leaders and guard were conducted based on the prepared interview questions, with responses recorded during the interviews. Researcher was the observers throughout the ongoing teaching-learning process, including test periods from randomly selected six sections. The data gathered through observation analysis through identifying the research objectives, develop observational checklist, record data, analysis data the frequently observed behavior and interpret the result.

3.11. Ethical Consideration

In this study, the researcher was prioritizing the rights of both respondents and organizations, following to ethical principles governing research conduct. The research was carried out in accordance with established ethics, which primarily involve providing comprehensive information and explanations to all participants regarding the research, its objectives, and methodologies. The researcher was actively communicating potential benefits to various stakeholders, ensuring the rights and promises made to all participants to maintain their anonymity and the confidentiality of the personal information obtained during interviews. The information provided by participants were secured and kept confidential to protect the identity of specific participants. Lastly, the researcher was committed to making participants aware of their right to be informed about the research findings.

CHAPTER FOUR

4. RESULT

In this chapter, the data collected have been critically analyzed and the result of the study has been presented in line with the objective of the study. The first part has focused on the demographic characteristics of the respondents. The second part about examining the significant relationship between contributing factors of classroom misbehavior and academic achievement. The third part is to assess if there is statistically significant difference between male and female student's academic achievement as a result of classroom misbehavior and finally assessing the most determinant factors contributed for classroom misbehavior that affect academic achievement.

4.1. Demographic Characteristics of the Participants

As stated in a chapter three of the research paper, the background information of the respondents include gender, age, grade level, family economic status, family educational level. These were discussed and summarized by frequencies and percentage of the demographic information of the respondents in the study by using descriptive statistics.

Table 4. 1Demographic characteristics of the study sample (N=352)

		Count	Column N %
Gender	Male	168	47.7%
	Female	184	52.3%
Age	15-20	338	96%
	21-25	14	4%
Grade level	10	168	47.7%
	11	184	52.3%
Family economic status	1000-3000	190	54%
	3000-6000	95	27%
	6000 and above	67	19%
Family educational level	Certificate	74	21%
	Diploma	95	27%
	Degree	94	26.7%
	Masters	89	25.3%

Source; self-survey March, 2024

As indicated in table above 4.1, from the total sample of 352 participants, 184(52.3%) are female and 168(47.7%) are male. This indicates that majority of respondents were females.

Regarding respondents age category, 338 (96%) of them were found in between 15-20 years, 14 (4%) were found 21-25 years. This indicates that majority of the respondents were found in between 15-20 years of age.

As indicated in grade level of respondents is the sample is distributed between two grade levels: grade 11th with 184 (52.3%) and grade 10th with 168 (47.7%). The majority of the respondents were found from grade 11th.

Likewise, respondent's family economy status 190(54%) were found between 1000-3000 95(27%) were found between 3000-6000, 67(19%) were found 6000 and above. This indicates that majority of the respondent's family economy status were found between 1000-3000.

As indicated in Family educational level is another demographic variable 95 (27%) were diploma, 94 (26.7%) were degree, 89 (25.3%) were masters and 74 (21%) were certificates. Thus, the majority of respondents were diploma holders.

Response rate: Mitchell and Carson (2013) argues, the survey response rate should be calculated as the number of returned questionnaires divided by the total sample who were sent the survey initially. So, from this study the percentage of participants who filled out the questionnaires compared to the total number of participants in the sample group. $\frac{352}{352} * 100 = 100\%$ the response rate would be 100%, meaning the whole participants has been answered.

4.2. The relationship between Contributing factors of Classroom Misbehavior and Academic achievement

The first objective of this study was to investigate the relationship between contributing factors of classroom misbehavior and academic achievement. So, the relationship between contributing factors of classroom misbehavior and academic achievement was investigated using Pearson's correlation coefficient. The correlation shown in the table below presents bivariate correlations between variables. According to Evans (1996) when the correlation coefficient value (r) ranges from 0.00-0.19, is considered to be very weak, 0.20-0.39, is considered to be weak, 0.40-0.59 is considered to be moderate, 0.60-0.79 is considered to be strong and 0.80-1.0 is considered to be very strong.

Table 4. 2 Pearson's Correlation Coefficient for the Correlation between contributing factors of classroom misbehavior and academic achievement.

	AA	ST	SC	TE	FA	CO	EC	PE	ME
AA	1								
ST	-.635** .000	1							
SC	-.696** .000	.584** .000	1						
TE	-.674** .000	.658** .000	.629** .000	1					
FA	-.660** .000	.596** .000	.620** .000	.713** .000	1				
CO	-.550** .000	.607** .000	.519** .000	.625** .000	.590** .000	1			
EC	-.753** .000	.717** .000	.578** .000	.753** .000	.650** .000	.753** .000	1		
PE	-.703** .000	.654** .000	.649** .000	.693** .000	.645** .000	.614** .000	.746** .000	1	
ME	-.672** .000	.588** .000	.674** .000	.673** .000	.646** .000	.562** .000	.697** .000	.680** .000	1

** . Correlation is significant at the 0.01 level (2-tailed).

ST: Student factors, **SC:** School factors, **TE:** Teachers factors, **FA:** Family factors, **CO:** Community factors, **EC:** Economic factors, **PE:** Peer pressure influence, **ME:** Media factors, **AA:** Academic Achievement.

Pearson 's correlation coefficient (Bivariate correlations) was computed to examine the interrelations among the study variables (i.e., contributing factors of classroom misbehavior, and academic achievement) (see Table 4.2). Significant results are summarized as follows:

1. There is a strong negative and significant correlation between student factors and academic achievement ($r=-.635^{**}$, $P=.000$). This implies that when student related factors increases, academic achievement of students tends to decrease and vice versa.
2. There is a strong negative and significant correlation between school factors and academic achievement ($r=-.696^{**}$, $P=.000$). This indicates that when school related factors increases, academic achievement of students tends to decrease and vice versa.

3. There is a strong negative and significant association between teacher's factors and academic achievement ($r=-.674^{**}$, $P=.000$). This shows that as teachers related factors increases, academic achievement of students tends to decrease and vice versa.
4. There is a strong negative and significant correlation between family factors and academic achievement ($r=-.660^{**}$, $P=.000$). This implies that when family related factors increases, academic achievement of students tends to decrease and vice versa.
5. There is a moderate negative and significant correlation between community factors and academic achievement ($r=-.550^{**}$, $P=.000$). This result reveals when community factors increases, academic achievement of student's decrease and vice versa.
6. There is a strong negative and significant correlation between economy factors and academic achievement ($r=-.753^{**}$, $P=.000$). This implies that when economy factors increases, academic achievement decrease and vice versa.
7. There is a strong negative and significant correlation between peer pressure influence and academic achievement ($r=-.703^{**}$, $P=.000$). This implies when peer pressure influence increases, academic achievement tends to decrease and vice versa.
8. There is a strong negative and significant correlation between media factors and academic achievement ($r=-.672^{**}$, $P=.000$). This indicates that when media factors increases, academic achievement of student's decrease and vice versa.

The results revealed that student, school, teachers, family, community, economy, peer pressure and media related factors of classroom misbehaviors are interrelated and negatively influenced academic achievement of students, which means if contributing factors of classroom misbehavior increase academic achievement of students tends to decreases and vice versa.

The results of the key informants who are home room teachers, vice principal, unit leaders, counselor and guard interview also shown that each factors such as students, family, peer pressure, school, economic and community are interrelated, while those factors negatively influence students' academic achievement.

Respondent 4,5,6,7, and 8 educational level masters;11,8,4,6,7 years' experience in teaching, respectively said:

Of course Students actions can have an adverse effect on their learning and academic progress. Negative behavior can disturb the learning environment, making it difficult for all students. It can result in missed instructional time, fewer opportunities for participation, being late, absenteeism, and a lack of academic engagement. (February 06, 2024).

Respondent 1, 2 and 3 masters;8years experience in guidance and counseling, masters;10years experience in vice principal, masters;18years experience in unit leader respond as:

Misbehavior can make it difficult for students to concentrate on their studies, which can lead to poor academic performance and poorer marks. Misbehavior can also cause a disruption in the learning process and the loss of instructional time. In addition to having an adverse effect on peer relationships and the classroom climate, negative behavior can also have an impact on academic performance for both the student exhibiting it and their peers. (February 06, 2024).

Respondent 3 and respondent 9 educational level masters;18years and 4years experience in unit leader respectively respond as:

It is my belief that classroom misbehavior has the potential to ruin the classroom environment, interfere with teachers' capacity to deliver instruction, and disturb the flow of learning. This disturbance has an impact on all of the students in the class, possibly hindering their ability to advance academically, (February 06, 2024).

Likewise, the result of systematic classroom observations shows the relationship between contributing factors of classroom misbehavior and academic achievement. The factors are interrelated and the factors negatively affect students' academic achievement.

4.3. Comparison between Male and Female Student's Academic achievement as a result of Classroom Misbehavior

The second objective of this study was to assess if there is statistically significant difference between male and female student's academic achievement as a result of classroom misbehavior. So, the difference between male and female students on academic achievement as a result of classroom misbehavior was investigated using t-test. The tests shown in the table below presents independent sample t-test.

Table 4. 3 Comparison between male and female student's academic achievement as a result of classroom misbehavior.

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Academic Achievement	Male	168	2.1071	1.14272	.08816
	Female	184	1.9837	.99987	.07371

		Independent Samples Test						
		Levene's Test for Equality of Variances			t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Academic Achievement	Equal variances assumed	2.246	.135	1.081	350	.281	.12345	.11422
	Equal variances not assumed			1.074	333.406	.283	.12345	.11492

As shown in the above table 4.3 the comparison of difference between male and female student's classroom misbehavior on academic achievement, t-test; [t (352) = 1.081, P=0.281]. That is to say, the mean of Male (M= 2.106 and SD=1.14272) and Female, (M=1.9837 and SD= 0.99987). So, there are no statistically significant differences on academic achievement between males and females due to classroom misbehavior. Conversely, the result of systematic classroom observations shows, most of the time male students more vulnerable to engage in classroom misbehavior than female students. There is some misbehavior observed such as they late to class, they didn't bring necessary materials to class, they don't actively participate in the class, they use their cell phone in the class, they don't attend the class, fail to do classwork, fail to submit homework on time, talk to their friend, talk without permission, during teaching learning process (January 18, 2024). Also, there are some misbehavior observed during exam period like few students disrespectful toward other students, they late to class, cheat on exam, talk without permission (February 7, 2024).

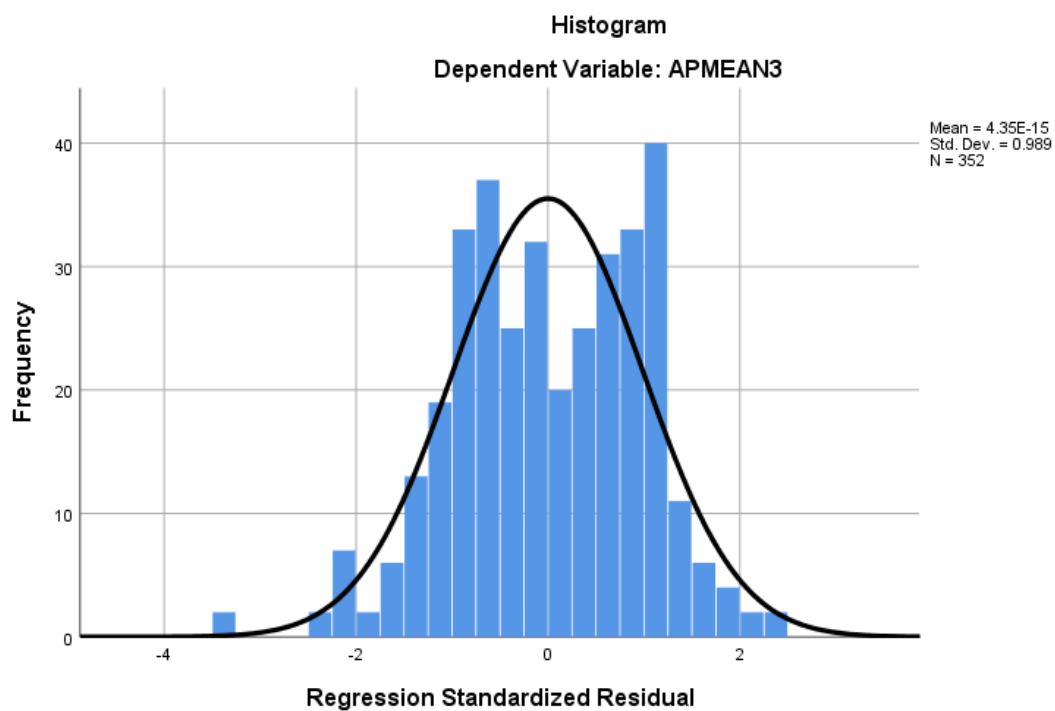
4.4. Regression Analysis of the Independent variables on Dependent variable

Whereas computing regression, there are assumptions to be considered; Normality, Linearity, Autocorrelation, Homoscedasticity, and Multicollinearity these requirements.

4.4.1. Assumptions of Multiple Regressions

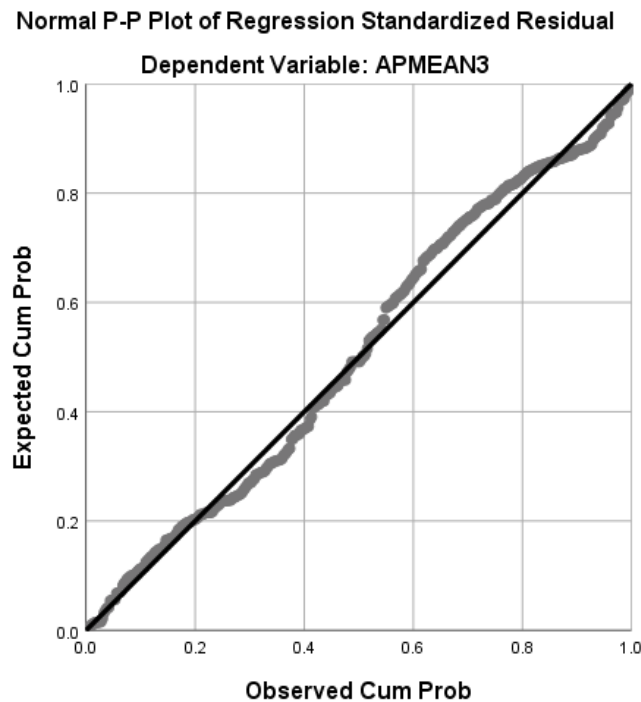
1. Normality

As shows the graph the implication seems to be that multiple regressions need that the predictor variables be normally distributed.



2. Linearity

As indicated in the graph, the relationship between the variables shows linearity; so that this assumption of regression is satisfied.



3. Autocorrelation

The Durbin Watson (DW) statistic is a test for autocorrelation in the residuals from a statistical model or regression analysis. The Durbin-Watson statistic will always have a value ranging between 0 and 4. A value of 2.0 indicates there is no autocorrelation detected in the sample. Values from 0 to less than 2 point to positive autocorrelation and values from 2 to 4 means negative autocorrelation. Therefore, as indicated in the table below the Durbin Watson result is 2.454 this indicates, there is less severe negative autocorrelation but still acceptable. Therefore, autocorrelation assumption is satisfied.

Model Summary^b

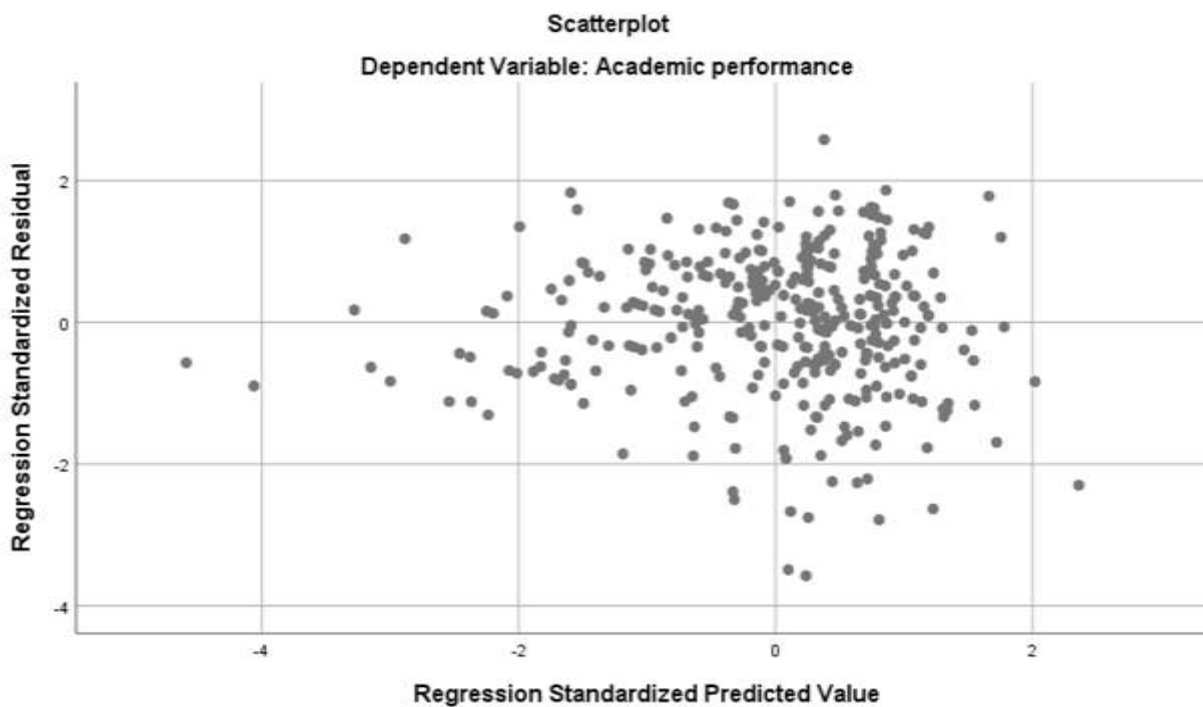
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.835 ^a	.696	.689	.59670	2.454

a. Predictors: (Constant), Community, Teachers, School, Students, Family, Media, Peer Pressure and Economic factor

b. Dependent Variable: Academic Achievement

4. Homoscedasticity

The variance of error terms (residuals) should be consistent across all levels of the independent variables. A scatterplot of residuals versus predicted values should not display any discernible pattern, such as a cone-shaped distribution, which would indicate heteroscedasticity. To consider that a particular homoscedasticity is accepted, these dots have to be spread and complicated; in this graph, the result indicates that homoscedasticity assumption is accepted.



5. Multicollinearity

As indicated in the table, all the VIF (Variance Inflation Factors) column values are less than 10 and tolerance values are greater than 10% respectively, indicating that there is no Multicollinearity influence between predictor variables.

Model		Unstandardized Coefficients		Coefficients ^a		T	Sig.	Collinearity Statistics	
		B	Std. Error	Standardized Coefficients Beta				Tolerance	VIF
1	(Constant)	6.352	.168			37.811	.000		
	Students	-.043	.049	-.041		-.885	.377	.417	2.396
	Schools	-.363	.056	-.292		-6.453	.000	.433	2.312
	Teachers	-.005	.063	-.004		-.079	.937	.316	3.160
	Family	-.191	.064	-.140		-2.989	.003	.401	2.495
	Community	.154	.047	.152		3.262	.001	.409	2.447
	Economy	-.505	.069	-.458		-7.362	.000	.229	4.365
	Peer pressure	-.129	.059	-.112		-2.198	.029	.341	2.930
	Media	-.061	.061	-.048		-.992	.322	.374	2.677

a. Dependent Variable: Academic Achievement

4.4.2. Determinant Factors of Classroom Misbehavior

The third objective of this study was to identify the most determinant factors for contributed to classroom misbehavior that affect academic achievement. It is conducted to investigate the influence of independent variables on the dependent variable and identify the relative significant influence was conducted using multiple regression. Independent variable; contributing factors of classroom misbehavior to the, dependent variable; academic achievement.

Table 4. 4 *The goodness of the model fit is showed in the ANOVA table*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	280.235	8	35.029	98.383	.000 ^b
	Residual	122.125	343	.356		
	Total	402.361	351			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Students, Teachers, School, Family, Media, Peer pressure, and Economic factors.

Table 4.4 illustrates the statistical significance of the regression model in influencing the dependent variable academic achievement based on the independent variables such as, students, teachers, a school, family, media, peer pressure, and economic factors. The substantial F-value of 98.383 with a p-value of .000 indicates that the regression model used influence the outcomes significantly well. Therefore, the model overall is a good fit.

Table 4. 5 Model Summary of independent variables and dependent variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835 ^a	.696	.689	.59670

a. Predictors: (Constant), Students, Teachers, School, Family, Media, Peer pressure, community and Economic factors

Table 4.5 presents a summary of the regression model. From the model summary, the values of R, R², adjusted R and the standard error are given. These values explain how well the regression model fits the analyzed data. From the summary, the value of (coefficient of determination) is 0.696 which is an indication that contributing factors of classroom misbehavior (a school, family, peer pressure, and economic factors) collectively affect academic achievement (dependent variable) up to 69.6%. The other 30.4% is not explained by the model. This indicates that the academic achievement of Tabor secondary school is affected by those factors.

Table 4. 6 Regression Coefficients

Model		Unstandardized Coefficients		Coefficients ^a		T	Sig.	Collinearity Statistics	
		B	Std. Error	Standardized Coefficients Beta				Tolerance	VIF
1	(Constant)	6.352	.168			37.811	.000		
	Students	-.043	.049	-.041		-.885	.377	.417	2.396
	Schools	-.363	.056	-.292		-6.453	.000	.433	2.312
	Teachers	-.005	.063	-.004		-.079	.937	.316	3.160
	Family	-.191	.064	-.140		-2.989	.003	.401	2.495
	Community	.154	.047	.152		3.262	.001	.409	2.447
	Economy	-.505	.069	-.458		-7.362	.000	.229	4.365
	Peer pressure	-.129	.059	-.112		-2.198	.029	.341	2.930
	Media	-.061	.061	-.048		-.992	.322	.374	2.677

a. Dependent Variable: Academic Achievement

Table 4.6 shows the extent to which each independent variables influence the dependent variable. The result shows the regression coefficient (beta) that has negative sign indicates the independent variables have negative impact on academic achievement. On the other hand, a positive sign of regression coefficients indicates positive impact.

The regression result shown that Beta Coefficient of $-.292$ for schools related factors with a significance level of $.000$. For family related factors Beta Coefficient is $-.140$ with a significance level of $.003$. Besides, economy related factors negatively affect academic achievement yielded a Beta Coefficient of $-.458$ with a significance level of $.000$. In addition, peer pressure influences negatively affect academic achievement yielded a Beta Coefficient of $-.112$ with a significance level of $.029$. Also, community related factors positively affect academic achievement yielded a Beta Coefficient of $.152$ with a significance level of $.001$. This result implies, school, economy, peer pressure influences when decrease academic achievement tend to increase. While community related factors increase academic achievement tend decrease.

From the results of regression analysis, which identifies independent variables that the most determinant factors of classroom misbehavior affect the dependent variable, academic achievement. The result displays the coefficients, standard errors, standardized coefficients, t-values, and significance levels for each independent variable in each model. The result suggests that peer pressure, family, school, economy and community, is the determinant factors affect academic achievement. From those factors the most determinant of the independent variable is peer pressure influence as it has the highest standardized coefficient followed by family, school, economy related factors. However, students, teachers and related factors have a negative influence on academic achievement but statistically insignificant.

Conversely, shows the result get through interview and observation, during interviews, the majority of respondents consistently rank various factors contributing to misbehavior. Respondent 1,2,3,4,5,6,7,8,9 educational level is masters;8years experience in guidance and counseling, masters;10years' experience in vice principal, masters;18years experience in unit leader, masters;11years' experience in teaching, masters;8years experiences in teaching, masters;4years experiences in teaching, 6years experiences in teaching, 7years experiences in teaching, 4years experiences in unit leader respectively their responses as follows.

In my opinion from contributing factors of classroom misbehavior the first one is students, community, media, economic, family, peer pressure influence, school and teachers related factors, (February 06, 2024).

The results of the key informants who are home room teachers, vice principal, unit leaders, counselor and guard interview also shown that the students, community, media, economic, family, peer pressure, school and teachers related factors are the determinant factors that affect academic achievement. From these, students related factors are the most determinant factors of classroom misbehavior that affect their academic achievement. Additionally, the result of systematic classroom observations shows the most determinant contributing factors of classroom misbehavior that affect students' academic achievement is student related factors the majority of students display lack of interest for learning.

CHAPTER FIVE

5. DISCUSSION

In this chapter discussion is made based on the results and what literature describes on the influence of classroom misbehavior on academic achievement. The upcoming sections present the combined findings and detailed interpretations of the results based on the following basic research questions.

- ❖ What is the relationship between contributing factors of classroom misbehavior and academic achievement?
- ❖ Is there statistical significant difference between male and female student's academic achievement as a result of classroom misbehavior?
- ❖ What are the most determinant factors contributed for classroom misbehavior that affect academic achievement?

5.1. Demographic Characteristics of Respondents

The study involved randomly selected 352 respondents, which were found to be representative of the population. In the part of demographic characteristics of students, the majority of the respondents were female (52.3%) and the majority of the respondents whose age between 15-21years (96%). The following sections discuss the combined findings and detailed interpretations of the results in terms of previous research findings.

5.2. The relationship between Contributing factors of Classroom Misbehavior and Academic achievement

The first research question of this study was to identify the relationship between contributing factors of classroom misbehavior and academic achievement was investigated by the Pearson's correlation coefficient. According to Pearson's correlation coefficient, the relationship between contributing factors of classroom misbehavior and academic achievement has been a statistically significant. Each factors negatively correlated with academic achievement discussed as follows.

In this study, the Pearson's correlation coefficient result shows that there is a significant negative relationship between student related factors and academic achievement. Thus, from the result, it can be said that student factors determine academic achievement. This finding is similar with Dow (2007); Fallis & Opotow (2003) the findings reveal that when students perceive school as a mandatory environment, even when lacking interest, they tend to exhibit disruptive behavior

when boredom sets in. Although, there were no findings indicates positive relationship between student related factors and academic achievement.

In this investigation, the result shows that there is a significant negative relationship between school related factors and academic achievement. Thus, from the result, it can be said that school factors determine academic achievement. This finding is consistent with Edinyang (2017); Gutuza and Mapolisa (2015); Panchoo (2016); Ugboko and Adediwura (2012) those findings shows the characteristics of the school may impact on the ways in which the students behave with others, in schools are the main barriers to the effective implementation of behavioral strategies by principals in the state secondary schools. In contrary, the findings inconsistent with Wang et al. (2020), which suggested that while classroom environment does have an impact, factors such as classroom size and layout were not significant influence of academic performance. It might be due to differences in methodological approach, sample size, study area, and grade level.

The other result of the study, displays that there is a significant negative relationship between teachers related factors and academic achievement. Thus, from the result, it can be said that teacher's factors determine academic achievement. This finding is consistent with Daly et al. (2011); Gambo and Muktar (2017); Gitome et al. (2013); Rampa (2014); Silva et al. (2017); Wolhuter and Russo (2013) the investigation of those researchers indicates the educator is a factor that influence the student behavior negatively. Students may manifest disruptive behavior when he/she makes ineffective use of innovative pedagogies, shows little interest in students, does not provide academic feedback and guidance. However, there were no findings inconsistent with this study.

The next result of this study indicates that there is a significant negative relationship between family related factors and academic achievement. Thus, from the result, it can be said that family factors determine academic achievement. This finding is consistent with Adigeb and Mbua (2015); Magwa and Ngara (2014); Oloyede and Adesina (2013); Seegopaul (2016) the same to the recent findings those scholars investigate some characteristics of the family have an impact on the adolescent behavior at school. Instances of child neglect and abuse within the family, exposure of the child to parental involvement in criminal activities and violence, divorce or remarriage of either parent are some of the family situations that negatively impact on the

adolescent's behavior. While, there were no findings indicates positive relationship between family related factors and academic achievement.

The other result of the study implies that there is a significant negative relationship between community related factors and academic achievement. Thus, from the result, it can be said that community factors determine academic achievement. This finding is similar with Gambo & Muktar, 2017; Peterson and Morgan (2011); Vijila et al. (2013), revealed that the community in which the student lives may be socially disorganized, and the school fails at contemporize them. Such a situation causes the adolescents to lack social competence, inadequate respect for cultural and traditional norms and exhibit low self-esteem. Although, there were no findings indicates positive relationship between community related factors and academic achievement.

The next result of the study shows that there is a significant negative relationship between economic related factors and academic achievement. Thus, from the result, it can be said that economic factors determine academic achievement. This finding is consistent with Benner et al. (2016); Berkowitz et al. (2017); Hair (2015); Mirowsky (2017) revealed a significant effect of socio-economic factors on students' achievement. Some researchers have concluded that students from higher socio-economic backgrounds tend to achieve better academic performance compared to from lower socio-economic backgrounds (Kahlenberg, 2006; Kirkup, 2008). On the other hand, studies such as Pedrosa et al. (2006) revealed that students from lower socio-economic and educational backgrounds outperform those from higher socio-economic and educational strata. Additionally, this finding is inconsistent with Khaliq et al. (2016) an adolescents conduct and academic achievement are positively correlated with the parental income, status, and occupation in a moderate way. It might be due to differences in methodological approach, sample size, study area, and grade level.

In this research, the result shows that there is a significant negative relationship between peer pressure influence and academic achievement. Thus, from the result, it can be said that peer pressure influence determines academic achievement. This finding is consistent with Mattessich and Hosley (2014) found that adolescents' misbehavior rarely occurs in isolation, and that children with severe behavioral problems usually have a collection of problems thereby making it difficult to understand their problems. Adolescents' misbehavior not only escalated with time but also lower academic achievement and increase delinquent behaviors. In opposition to the

finding, Vandivere et al. (2004) found a significant positive relationship between adolescent behavior and peer pressure. It might be due to differences in methodological approach, sample size, study area, and grade level.

In this investigation, the result shows that there is a significant negative relationship between media factors and academic achievement. Thus, from the result, it can be said that media factors determine academic achievement. This finding is consistent with Council on Communications and Media, (2013); Miller et al. (2011) adolescents are millennials and therefore their daily life at home, at school and even in their peer group is technology-driven. The new media dominate their lives. They are consistently engaged in multitasking during class, they sending messages, chatting on social networks, and even watching YouTube on their mobile phones. In the other hand, there were no findings indicates positive relationship between media related factors and academic achievement.

5.3. The difference between Male and Female Student's Academic achievement as a result of Classroom Misbehavior

In this study, the Independent t-test result shows that there is no statistical significance difference between male and female students on academic achievement as result of classroom misbehavior. This finding is inconsistent with Moffit et al. (2001) as cited Girma (2017) there is a significant difference between male and female participants in correlation of antisocial behavior and academic performance that means throughout various life stages, males tend to display a greater interest towards engaging in antisocial behavior in comparison to females. Male and female may share all the same risk factors for antisocial behavior, but these risk factors are, for some reason, more prevalent among males and/or males are more vulnerable to them. Similarly, Gibb et al. (2008) finding is inconsistent with current result, the finding implies that there are significant gender differences in classroom behavior, with males exhibiting more inattentive, restless, distractible, aggressive, antisocial, and oppositional behaviors compared to females. These behavioral differences may contribute to disparities in educational achievement between genders. While there were no results to support the result of this study which is no statistical significance difference between male and female students on academic achievement as a result of classroom misbehavior.

5.4. Determinant factors of Classroom Misbehavior that affect Academic achievement

The third research question of this study was to identify the most determinant factors contributed for classroom misbehavior that affect academic achievement. The researcher was using multiple regression analysis to investigate the influence of independent variables on the dependent variable.

From current study investigation four contributing factors of classroom misbehavior such as peer pressure influence, family, school, and economic factors are statistically significant. From those factors the most determinant of the independent variable is peer pressure influence as it has the highest standardized Beta coefficient. This study finding consistent with Mattessich and Hosley, (2004), as cited in Chimwamurombe, (2011) study globally the most common risk factors found in a youth are the family life, school experience, peer relationships and community.

In this study, the regression analysis revealed a significant negative relationship between family-related factors and academic achievement, indicating that as family factors increase, academic achievement tends to decrease. This suggests that family-related factors play a crucial role in determining academic achievement. The study findings, consistent with the findings of (Mbua & Adigeb, 2015). There were no findings indicates positive relationship between family related factors and academic achievement.

The other regression result of this study indicated a significant negative relationship between school-related factors of classroom misbehavior, and academic achievement. This finding consistent with previous studies by Gutuza and Mapolisa (2015); Edinyang (2017) as cited in Belle (2017); Ramharai et al. (2012), highlighting the influence of the school environment on student behavior and academic outcomes. However, contrasting findings were observed in a study by Wang et al. (2020), which suggested that while classroom environment does have an impact, factors such as classroom size and layout were not significant influence of academic performance. It might be due to differences in methodological approach, sample size, study area, and grade level.

The next regression result of this study revealed a significant negative relationship between peer pressure influence and academic achievement, indicating that an increase in peer pressure tends to decrease students' academic achievement. This result is consistent with the findings of Yahaya et al. (2009) the findings showed that peer group influence was the dominant

factor attributing to discipline problems among students. This was attributed to students who prefer spending time with their friends. The students generally tend to do something which is unhealthy rather than doing things that benefit themselves and others. Conversely, Vandivere et al. (2004) found a significant positive relationship between adolescent behavior and peer pressure. It might be due to differences in methodological approach, sample size, study area, and grade level.

Additionally, the study highlighted a significant negative relationship between economic factors and academic achievement, indicating that as economic-related factors increase, academic achievement tends to decrease. This finding consistent with the study of Arum and Ford (2012), emphasizing the impact of socio-economic conditions on adolescent behavior and academic performance. However, there are conflicting views, with researchers such as Pedrosa et al. (2006) suggesting that students from disadvantaged socioeconomic backgrounds may perform relatively better academically than their counterparts from higher socioeconomic status. It might be due to differences in methodological approach, sample size, study area, and grade level. Furthermore, the key informants interview result indicates that students related factors are a determinant factors of classroom misbehavior that affect academic achievement next to community related factors.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary

The main objective of this study was to assess the influence of classroom misbehavior on academic achievement: the case of Tabor secondary school students. To attain this objective, the following specific objectives were set:

- To investigate the relationship between contributing factors of classroom misbehavior and academic achievement.
- To assess if there is statistically significant difference between male and female student's academic achievement as a result of classroom misbehavior.
- To identify the most determinant factors contributed for classroom misbehavior that affect academic achievement.

From total of 2906 population, 352 respondents selected by using simple random sampling technique from Tabor secondary school students. The participants were selected from grade 10th and 11th. The participants provided with self-developed scale type questionnaire which consists of contributing factors of classroom misbehavior 8 items (48 questions) in which they rate from 1 to 5. The data collected from the respondents were analyzed using frequency and percentage for analyzing demographic information of respondents. Pearson correlation were employed to investigate the relationship between contributing factors of classroom misbehavior and academic achievement. To assess a difference between male and female student's academic achievement as a result of classroom misbehavior, Independent sample t-test were computed. In order to investigate the most determinant factors contributed for classroom misbehavior that affect academic achievement multiple regression were computed. Based on the findings that were obtained through the statistical methods, the results were summarized and presented as follows:

- The result of this study shows, there is a strong negative correlation between contributing factors of classroom misbehavior and academic achievement.
- The other result of this study reveals that there is no statistical significant difference on students' academic achievement as a result of classroom misbehavior among males and females.

- Finally, the study found that; school, family, economic, and peer pressure influences are the determinant factors of classroom misbehavior that negatively affect academic achievement. But from those factors, peer pressure influences are the most determinant factors of classroom misbehavior that negatively affect academic achievement.

6.2. Conclusions

The study findings indicated that contributing factors of classroom misbehavior and academic achievement significantly and negatively associated. Based on this result it can be concluded that as the contributing factors of classroom misbehavior increased academic achievement tend to decrease. Therefore, promoting early intervention and prevention strategies aimed at addressing the contributing factors of classroom misbehavior by identifying them such as student, school, teacher's, family, community, economy, peer pressure and media related factors educators can encourage positive behavior and academic engagement among students.

The research findings also revealed that, there is no statistical significant difference on students' academic achievement as a result of classroom misbehavior among male and female. This implies that being male and female does not indicate differences in their academic achievement because of classroom misbehavior. So, it can be concluded that gender may not be a significant determinant in the relationship between classroom misbehavior and academic achievement. Therefore, educators should implement policy and strategies aimed at addressing classroom misbehavior regardless of the gender of the students.

Lastly, the research findings revealed that, peer pressure influences are the most determinant factors of classroom misbehavior that affect academic achievement. This implies the higher negative levels of peer pressure associated with lower levels of academic achievement. So, it can be concluded that peer pressure negatively influences their behavior and their academic achievement. Therefore, encouraging positive peer relationships, and providing targeted policy to address peer pressure-related challenges can actually improve both student's behavior and academic achievement.

6.3. Recommendations

The following recommendations are made based on the findings of the study:

- ❖ Teachers can create a supportive and motivating learning environment that inspires students to actively participate, engage, and succeed academically, school administration foster a positive school climate and implement effective rules and regulations, enhance teacher-student relationships, engage families in supporting student behavior and academic success, address economic challenges by promoting creativity, raise awareness about peer pressure, and promote media literacy education.
- ❖ Educators, principals, policy makers should focus on implementing inclusive and effective policy that address misbehavior regardless of gender when educators focus on implementing inclusive and effective policy that address misbehavior regardless of gender, it implies that they recognize the multidimensional nature of classroom misbehavior. This suggests that various factors contribute to misbehavior, such as student, school, family, teachers, community, economy, peer pressure and media related factors. By addressing these diverse factors carefully, stakeholders can create a more supportive and conducive learning environment that promotes positive behavior and academic achievement for all students, regardless of their gender.
- ❖ Focus on empowering students to reduce negative peer influences, promoting positive peer interactions, and building resilience to peer pressure. School administrators, teachers, parents, and community stakeholders should collaborate to design and implement a policy promote positive peer interactions.
- ❖ For future researchers this study was limited only to the issue of effects of classroom misbehavior on academic achievement of Tabor secondary school students. It is limited by its study area scope and by its issue topic. The future investigation should focus broadly on the issue to assess the effects of classroom misbehavior on academic achievement. In addition, further research can be carried out other factors like psychological factors contributed to classroom misbehavior that affect academic achievement.

6.4. Limitations of the Study

The general objective of this study was to assess the effect of classroom misbehaving factors on academic achievement: the case of Tabor secondary school students. However, there are certain constraints that may pose challenges for this study. The most pressing problem encountered by the researcher in the course of conducting this research work unwillingness of vice principal for classroom observation, has used limited data, from one governmental secondary school, does not include private secondary school. Also the researcher didn't assess all contributing factors of classroom misbehavior affecting students' academic achievement in secondary school. These include constraints related to time, financial resources, and difficulties in recruiting voluntary data collectors during the data collection period. However, the researcher had done all the possible efforts to complete this study.

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APPENDIX -A

APPENDIX A-ENGLISH VERSION QUESTIONNAIRE

QUESTIONNAIRE TO BE FILLED BY STUDENTS

Dear respondents

The purpose of this questionnaire is to gather relevant and appropriate information from students in Tabor Secondary School on the issue of “ **Exploring The Influence of Classroom Misbehavior on Academic Achievement**”. The success of this study depends on the honesty and frankness of your response. The researcher wants to assure you that your responses will be kept strictly confidential. The information you are going to provide will be used purely for the research purpose only. Therefore, you are kindly requested to cooperate in giving genuine answer to the following items.

NB 1. No need of writing your name

2. Please fill the personal information and questionnaire independently

Thank you in advance for your response!

Name: Meseret Habtamu

Phone number: 0935033142

Email: maayahabtamu12@gmail.com

Section A: Personal Background information

Where alternative answers are given, please put a tick mark of (√)

1. Sex

A. Male

B Female

2. Age

A. 15- 20

B. 21-25 years

C. 26 and above

3. Grade level

A. 10

B. 11

4. Approximately Monthly Family Economy Status

A. 1000-3000

B. 3000-6000

C. 6000 and above

5. Family Educational level

A. Certificate B. Diploma C. Degree D. Masters and above

6. Your average academic result for the first semester of this year

A. Less than 50 B. 50-59 C. 60-79 D. 80-89 E. 90-100

Section B: Contributing factors for classroom misbehavior

Below are a number of questions that may or may not describe your level **contribution for classroom misbehavior**. Please indicate how much each questions describes you and students by using the following scale please put a tick mark of (√) from the given alternatives.

Rating Scale: 5=Strongly Agree (SA) 4= Agree(A) 3=Undecided(UD) 2= Disagree(D) 1=Strongly Disagree(SD)

	Contributing factors for classroom misbehavior	Rating Scale				
		SD	D	UN	A	SA
		1	2	3	4	5
A. Students related factors for classroom misbehavior						
1	Lack of interest for learning					
2	Hate the subject teacher					
3	Drug addicted					
4	Ineffective time management					
5	Lack of developing effective study habits					
6	Low self-esteem and negative self-perceptions					
B. School related factors for classroom misbehavior						
1	Lack of clear rules /regulations					
2	Overlooked when students violet School rules					
3	Lack of desks /seats					
4	Over crowdedness of the classroom					
5	Lack of effective disciplinary policies					
6	Limited teaching methodologies					
C. Teachers related factors for classroom misbehavior						

1	Lack of adequate knowledge for the subject					
2	Failure to teach students according to their capacity to learn					
3	Boring to teach					
4	Insulting students					
5	Negative attitudes and biases					
6	Failure to accommodate diverse teaching style					
D. Family related factors for classroom misbehavior						
1	Lack of supervise their children daily activities					
2	Low communication with teachers about their children					
3	Lack of control where their child spent his/her time out of school					
4	Children living with a single parent					
5	Negative family attitudes towards education					
6	The absence of effective parenting style					
E. Community related factors for classroom misbehavior						
1	The increasing of illegal video houses around the school					
2	The increasing of illegal khat houses around the school					
3	The increasing of game zone around the school					
4	A lack of community involvement in educational systems					
5	Negative community perceptions of education					
6	Negative societal norms and values regarding education					
F. Economy factors for classroom misbehavior						
1	Financial Problem					
2	Having too much money					

3	Limited financial resources					
4	Economic instability					
5	Limited access to affordable educational materials					
6	Economic disparities among families					
G. Peer pressure factors for classroom misbehavior						
1	Desire for peer acceptance					
2	Fear of rejection					
3	The desire to belong to a particular group					
4	Imitation of Role Models					
5	Lack of Positive Peer Influence					
6	Need for Attention					
H. Media Influences for classroom misbehavior						
1	Addicted by digital					
2	Excessive screen time					
3	Negative interactions on social media					
4	Normalization of risky behaviors					
5	Exposure to fake news					
6	The rapid of misinformation					

Dear Interviewees

These interview questions are prepared to collect data for the purpose to solve classroom misbehavior. The questions will be responded orally by home room teachers, vice principal, unit leaders, counsellor and guard related to classroom misbehavior. Hence I am confident that you will appreciate the effect of honest and frank responses. Your response will be used only for research purposes. So you are kindly requested to provide genuine responses.

Thank you!

I. General information

1. Educational level: -

Certificate Diploma Bachelor Degree Master's Degree

Specify any other _____

2. Experiences: - 1-5 years 6-10 years 11-15 years 16-20 years
21-25 years 26 and above years

II. Interview questions

1. Do you think that the negative behavior displayed by students influence their academic outcomes?
2. How serious is misbehavior in your school/classroom?
3. What are the major misbehavior you have observed in your school/classroom?
4. What are the major causes of misbehavior of students in the school/classroom?
5. From the listed causes of misbehavior, which range from parental, student-related, teacher-related, school-related, peer pressure, community-related, economic, media factors, how would you rank the most determinant factors contribute to misbehavior?

APPENDIX -B

APPENDIX B -AMHARIC VERSION OF QUESTIONNAIRES

በተማሪዎች የሚሞላ መጠይቅ

ውድ ምላሽ ሰጪዎች

የዚህ መጠይቅ አላማ በታቦር 2ኛ ደረጃ ት/ቤት ውስጥ በ “Exploring the Influence of Classroom Misbehavior on Academic Achievement” በሚል ጉዳይ ላይ ተገቢ እና ተገቢ መረጃዎችን መሰብሰብ ነው። የዚህ ጥናት ስኬት የሚወሰነው በምላሽ ታማኝነት እና ግልጽነት ላይ ነው። ተመራማሪው የእርስዎ ምላሾች በጥብቅ ሚስጥራዊ መሆናቸውን ሊያረጋግጥልዎ ይፈልጋል። የሚያቀርቡት መረጃ ለምርምር ዓላማ ብቻ ጥቅም ላይ ይውላል። ስለዚህ ለሚከተሉትን ጥያቄዎች እውነተኛ መልስ በመስጠት እንድትተባበሩ በትህትና እንጠይቃለን።

NB 1. ስምዎን መጻፍ አያስፈልግም

2. እባክዎን የግል መረጃውን እና መጠይቁን በተናጥል ይሙሱ

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

ስም: መሰረት ሃብታሙ

ስልክ ቁጥር: 0935033142

ኢሜል: maayahabtamu12@gmail.com

ክፍል ሀ: - የተማሪው አጠቃላይ መረጃ

አማራጭ መልሶች በተሰጡበት ቦታ፣ እባክዎን (✓) ምልክት ያድርጉ

1. ያታ.

ሀ. ወንድ ለ. ሴት

2. እድሜ

ሀ. 15- 20 ለ. 21-25 ሐ. 26 እና ከዚያ በላይ

3. የክፍል ደረጃ

ሀ. 10 ለ. 11

4. በግምት ወርሃዊ የቤተሰብ ኢኮኖሚ ሁኔታ

ሀ.1000-3000 ለ.3000-6000 ሐ.6000 እና ከዚያ በላይ

5. የቤተሰብ የትምህርት ደረጃ

ሀ. ስርተፍኬት ለ. ዲፕሎማ ሐ. የመጀመሪያ ዲግሪ መ. ሁለተኛ ዲግሪ

6. በዚህ አመት የመጀመሪያ ሴሚስተር አማካይ የትምህርት ውጤት

ሀ. ከ 50 በታች ለ. 50-59 ሐ. 60-79 መ. 80-89 ሰ. 90-100

ክፍል ለ፡ ለክፍል እኩይ ባህሪ አስተዋጽኦ የሚያደርጉ ምክንያቶች

ከዚህ በታች የእርስዎን ደረጃ ሊገልጹ የሚችሉ ወይም ላይሆኑ የሚችሉ በርካታ ጥያቄዎች ለክፍል እኩይ ባህሪ አስተዋጽኦ የሚያደርጉ ናቸው። እባኩትን በሚከተለው መመዘኛ በመጠቀም እያንዳንዱ ጥያቄዎች የክፍል ውስጥ እኩይ ባህሪን ምን ያህል እንደሚያስከትሉ ከተሰጡት አማራጮች ውስጥ (✓) ምልክት ያድርጉ።

የደረጃ መለኪያ 5=በጣም እስማማለሁ 4= እስማማለሁ 3=አልወሰንኩም 2=አልሰማምም 1= በፍጹም አልሰማምም

	ለክፍል እኩይ ባህሪ አስተዋጽኦ የሚያደርጉ ምክንያቶች	የደረጃ መለኪያ				
		1	2	3	4	5
A. ለክፍል እኩይ ባህሪ ከተማሪዎች ጋር ተያያዥነት ያለው ምክንያቶች						
1	ለመማር ፍላጎት ማጣት					
2	መምህሩን መጥላት					
3	በሱስ ምክንያት					
4	ውጤታማ ያልሆነ የጊዜ አጠቃቀም					
5	ውጤታማ የጥናት ልምዶች አለመኖር					
6	ዝቅተኛ በራስ መተማመን እና አሉታዊ በራስ መተማመን					
B. ለክፍል እኩይ ባህሪ ከትምህርት ቤት ጋር የተያያዙ ምክንያቶች						
1	ግልጽነት የጎደለው ህግና ደንብ					
2	የትምህርት ቤቱን ህግና ደንብ የጣሴን ተማሪ አለመቅጣት					
3	የጠረጴዛዎች / መቀመጫዎች እጥረት					
4	የመማሪያ ክፍሉ ከመጣን በላይ መጥበብ ወይም መስፋት					
5	ውጤታማ የዲሲፕሊን ፖሊሲዎች እጥረት					
6	ውስን የማስተማር ዘዴዎች					
C. ለክፍል እኩይ ባህሪ ከመምህራን ጋር የተያያዙ ምክንያቶች						
1	ስለትምህርቱ በቂ እውቀት ማጣት					
2	ተማሪዎችን እንደየመማር አቅማቸው ማስተማር አለመቻል					

3	ማስተማርን መሰልቸት					
4	ተማሪዎችን መሳደብ					
5	አሉታዊ አመለካከቶች እና አድልዎዎች					
6	የተለያዩ የማስተማር ዘዴዎችን መጠቀም አለመቻል					

D. ለክፍል እኩይ ባህሪ ከቤተሰብ ጋር የተያያዙ ምክንያቶች

1	የወላጆች የልጆቻቸውን የእለት ተእለት ክንውን አለመከታተል					
2	ወላጆች ስለልጆቻቸው ሁኔታ ከመምህራን ጋር ያላቸው ግንኙነት ዝቅተኛ መሆን					
3	ልጆቻቸው ከትምህርት ቤት ስለታቸው ወጭ የት እንደሚያሳለፉ ቁጥጥር አለመኖር					
4	ከአንድ ወላጅ ጋር የሚኖሩ ልጆች					
5	ለትምህርት አሉታዊ የቤተሰብ አመለካከት					
6	ውጤታማ የወላጅነት ዘዴዎች አለመኖር					

E. ከማህበረሰብ ጋር የተገናኙ ምክንያቶች ለክፍል እኩይ ባህሪ

1	በትምህርት ቤት አቅራቢያ ህጋዊ ያልሆኑ ቪዲዮ ቤቶች መበራከት					
2	በትምህርት ቤቱ ዙሪያ ህገወጥ የጫት ቤቶች መበራከት					
3	በትምህርት ቤቱ ዙሪያ የጨዋታ ዞን መጨመር					
4	በትምህርት ስርዓቶች ውስጥ የማህበረሰብ ተሳትፎ እጥረት					
5	ስለ ትምህርት አሉታዊ የማህበረሰብ ግንዛቤዎች					
6	ትምህርትን በተመለከተ አሉታዊ የህብረተሰብ ህጎች እና እሴቶች					

F. ለክፍል እኩይ ተግባር የኢኮኖሚ ምክንያቶች

1	የገንዘብ ችግር					
2	በጣም ብዙ ገንዘብ መኖር					
3	ውስን የገንዘብ ምንጮች					
4	የኢኮኖሚ አለመረጋጋት					
5	በተመጣጣኝ ዋጋ ያለው የትምህርት ቁሳቁስ አቅርቦት ውስንነት					
6	በቤተሰብ መካከል ኢኮኖሚያዊ ልዩነቶች					

G. ለክፍል እኩይ ተግባር የእኩዮች ግፊት ምክንያቶች

1	የአቻ ተቀባይነት ፍላጎት					
2	መገለልን መፍራት					
3	የአንድ የተወሰነ ቡድን አባል የመሆን ፍላጎት					
4	ከአርአያዎች መኮረጅ					
5	ጥሩ የአቻ ተጽዕኖ እጥረት					
6	ትኩረት መፈለግ					
H. የሚዲያ ተጽእኖዎች በክፍል ውስጥ ለሚፈጸሙ እኩይ ተግባራት						
1	ዲጂታል ሱስ					
2	ከልክ ያለፈ ጊዜን ስክሪን በማያት ማሳለፍ					
3	በማህበራዊ አውታረ መረቦች ላይ አሉታዊ ግንኙነቶች					
4	የአደገኛ ባህሪያትን መደበኛነት					
5	ለሐሰት ዜና መጋለጥ					
6	የተሳሳተ መረጃ በፍጥነት መስፋፋት					

ውድ ታጠያቂዎች

እነዚህ የቃለ መጠይቅ ጥያቄዎች የተነደፉት በክፍል ውስጥ እኩይ ምግባር ለመፍታት መረጃን ለመሰብሰብ ነው። ጥያቄዎቹ ከክፍል እኩይ ምግባር ጋር በተያያዙ የቤት ክፍል አስተማሪዎች፣ ምክትል ርእሰመምህር፣ ክፍል መሪዎች፣ አማካሪ እና ጠባቂ በቃል ይመለሳሉ። ስለዚህ የታማኝነት እና ግልጽ ምላሾችን ውጤት እንደምታደንቁ እርግጠኛ ነኝ። የእርስዎ ምላሽ ለምርምር ዓላማዎች ብቻ ጥቅም ላይ ይውላል። ስለዚህ ትክክለኛ ምላሽ እንድትሰጡ በአክብሮት እንጠይቃለን።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

I. አጠቃላይ መረጃ

1. የትምህርት ደረጃ :- ሰርትፊኬት ዲፕሎማ የመጀመሪያ ዲግሪ

ሁለተኛ ዲግሪ ሌላ ካለ ይግለጹ _____

2. የስራ ልምድ :- 1-5 6-10 11-15 16-20 21-25 26 እና ከዚያ በላይ

II. የቃለ መጠይቅ ጥያቄዎች

1. በተማሪዎች የሚያሳዩት እኩይ ምግባር በትምህርት ውጤታቸው ላይ ተጽእኖ ያሳድራል ብለው ያስባሉ?
2. በትምህርት ቤት ውስጥ እኩይ ምግባር ችግር ምን ያህል አሳሳቢ ነው?
3. በትምህርት ቤት ውስጥ ያየሃቸው ዋና ዋና እኩይ ምግባር ምንድን ናቸው?
4. በትምህርት ቤት ውስጥ ያሉ ተማሪዎች የክፍል ውስጥ የስነምግባር ጉድለት ዋና ዋና ምክንያቶች ምንድን ናቸው?
5. ከተዘረዘሩት የስነምግባር መጓደል መንስኤዎች ከወላጅ፣ ከተማሪ ጋር የተገናኘ፣ ከአስተማሪ ጋር የተገናኘ፣ ከትምህርት ቤት ጋር የተገናኘ፣ የአቻ ግፊት፣ ከማህበረሰብ ጋር የተገናኘ፣ ኢኮኖሚያዊ እና የሚዲያ ሁኔታዎች፣ ለስነምግባር መጓደል የሚያበረከቱትን በጣም የሚወስኑ ምክንያቶች እንዴት ደረጃ ይሰጣሉ?

APPENDIX - C

APPENDIX C- OBSERVATIONAL CHECKLIST

Guidelines for Using the Observational Checklist for Classroom Misbehavior

To conduct systematic classroom observations focused on student classroom misbehavior, identified the target classes within the school. Specifically, randomly selected six sections, with three sections from grade 10th and three sections from grade 11th. Researcher was the observers throughout the ongoing teaching-learning process, including test periods The goal is to assess classroom misbehavior within the selected sections. Observations are designed to occur twice a month to provide a comprehensive view of student's behavior and discipline concerns. The researcher prepared observational checklist that includes 13 the most frequently practiced type of classroom misbehavior.

No	Misbehavior	Yes	No	Frequency
1.	Did the students fail to participate in class?			
2.	Did the students talk without permission?			
3.	Did the students fail to bring necessary materials to class?			
4.	Was the students unfocused in class?			
5.	Did the student fail to do classwork?			
6.	Was the student disrespectful toward other students?			
7.	Was the student absent from class without permission?			
8.	Did the student fail to submit homework on time?			
9.	Did the student bring or use a mobile (cell) phone in classroom?			
10.	Did the student sleep in class?			
11.	Was the student late to class?			
12.	Did the student cheat on tests or in-class assignments?			
13.	Did the student chew gum?			

Rank the top 10 student misbehavior type frequently observed in classroom from the above-mentioned misbehavior.